

The general value of the trips cannot be overstated, and is illustrated by the following comments of the participants:

1. "The trips have given me a greater insight into career opportunities I knew little of before."
2. "The exchange between us as educators and business is very important if we are to keep abreast of changes in industry."
3. "I enjoyed the honest 'give and take' atmosphere. I never felt I was being 'sold a bill of goods'."
4. "I was pleased to find that each of the organizations visited had training programs for minority groups."
5. "Industry does seem to be opening more opportunities to minority groups. The workers we spoke with all seemed pleased with their work."
6. "The informal luncheons enabled us to learn a great deal about Industry while they learned of our problems and needs."
7. "Through these visits, I have developed a greater understanding of the world of work. It has made it possible for me to give more accurate information to my students."
8. "Nearly all the organizations visited encouraged their employees to develop their skills by reimbursing them for continuing their education."
9. "The next time a student asks me why its important to take math, I'm going to be in a better position to answer him."

Participants also singled out particular trips:

1. "The workshop with the 5 minority employees from Equitable Life was an unusual and rewarding experience for me."
2. "I was amazed to find that such jobs as a bellman or doorman could be liked by anyone. However, the ones I met not only had a high morale, but had high income too. Both the bellman and the doorman make more than I do." (Plaza Hotel)
3. "The bank (Chemical) has wonderful training programs."

4. "I never realized the number of varied jobs in a bank. After all, I only came in contact with tellers and managers. I was really impressed with the tour." (Chemical Bank)
5. "The film shown at the hospital (Metropolitan) was excellent. I appreciated the representatives giving up their Saturday to talk with us."
6. "It's important for us to have our students visit a hospital like Metropolitan. Their parents working in hospitals, have only menial jobs. I would like them to see the other rewarding careers as well."
7. "The luncheon at the Commodore was a highlight to me. I enjoyed the discussion and learned a lot to bring back to my students."
8. "The guided tour of Pan Am was interesting. I enjoyed boarding the 747. I learned of numerous aspects of airport employment that I had not known of before. Promotion from within appears to give equal opportunity for promotion."
9. "I did not realize that hospital careers would offer such great opportunities. It's important for students and parents to know that this will be a major area of employment in the 70's."
10. "I was impressed with the program for the 'hard core' unemployed at New York Life. The company appears to recognize the problems of the hard core and is making a concentrated effort to deal with these problems."
11. "The underwriter I spoke to began his career as a clerk. He got his college education while working at the company. I think it's important for my students to be aware of this."
12. "The Port Authority offers careers in many areas. The visit indicated to me the great need for clerical and technical employees. The Authority offers training programs and a person can obtain a high school equivalency diploma while on the job."

Three trips, somewhat atypical of the others, are indicative of the kinds of exposure the participants had to the world of work.

At the Equitable Life Assurance Society representatives from

selected departments joined the counselors during a working lunch. The counselors and the company personnel discussed such items as job opportunities for high school and college graduates and for minority group members; salary and fringe benefit plans; opportunities for advancement; and recruitment policies. Following lunch, five minority group employees spoke at length with the counselors about their personal, educational and employment background; how they came to Equitable; what they enjoyed about their job; and what they felt the future had in store for them. All five employees felt that more information on career planning should be made available to students.

The trip to Chemical Bank included a seminar session where representatives of various departments spoke with the counselors. Personnel department workers cited the high number of job applicants who lack the basic skills of reading and arithmetic, and who seem to have no sense of occupational direction. The company interviewer told how he helps applicants find positions suitable to their skills. The tour led the counselors to reveal that they had had no idea of the diversity of jobs at a bank.

The teachers visiting the Plaza Hotel were made aware of the need this service industry has for recruiting local persons, and confessed that little information concerning these careers is ever presented to students. A tour of the hotel offered the teachers an opportunity to talk to many employees. They were surprised to find, for example, that a very young chef made an excellent salary (above that of the highest paid teacher) and that his pride in his work and his loyalty to the hotel led to a high level of job satisfaction. A bellman also discussed his job with the teachers, again impressing them with his high level of ego involvement with his job.

Conclusion

The V.G.I. Program had very special meaning for District 7X, New York City. The district has pioneered in efforts to equip our students with the information, skill and decision making skills which will aid them in finding careers which parallel their interests and potentials. The V.G.I. has greatly aided us in this effort. We were proud to be the first district in New York City to conduct the Institute in conjunction with Fordham University and the business community.

Partially through this joint effort, the district has made strides worth mentioning:

1. Business/school partnerships have been set up in our intermediate schools.
2. Partnerships have begun in our elementary schools.
3. Career conferences take place in the district schools.
4. Parent Workshops and visitations to industry have been set up and are ongoing programs.
5. An Audio-visual program has been undertaken and is ongoing. The program develops career materials relevant to our students. On completion they will be developmental in nature and useable from the first to the ninth grade.
6. A District Career Resource Center has been established to service the total school and community.

Through these programs, a most effective communication and cooperation effort has developed between business and the district. Our efforts will be to continue and strengthen these ties. The goal of this Institute was to achieve objectives that were definite and practical. It was felt that the greatest impact of the learnings would be their incorporation as part of the regular school program. While there is much to be done, I believe the impact of the trip program, as an integral part of the whole V.G.I. Institute, may be cited as follows:

New programs in the schools

1. Beginning of a sequentially developed audio-visual and experiential program of occupational awareness in the elementary schools. Participants are working out the program for the 5th and 6th grade.

2. Student visitations to industry as a regular program to assist the student in recognizing the value of and respect for work on all levels. An outcome of this program appears to be a growth in the student's own self worth.

3. Business/school partnership programs have been extended into the elementary schools. Such programs enable the school and the participating companies to cooperatively work out programs of value to the students.

4. Parent Programs - Parents are being given the opportunity to plan out visits to industry to gain first hand knowledge of opportunities which will be available to their children. Moreover they are seeing first hand the opportunities for minority groups.

5. Living Witness Program - The Living Witness Program is being brought to each of the Intermediate and Junior High Schools. This program is helping our students to identify with Black and Puerto Rican persons who have "made it". Living Witness, who were employees of Equitable Life made a strong impression on the counselor participants. Most of the participants were skeptical over the real "opportunities" for minorities in business. The witnesses' own story of the crumbling barriers of restrictive employment moved the participants. This face to face free discussion is of great value. Educators often have a very limited knowledge of the business world, and may inaccurately paraphrase the stereotype held by many that management level positions are closed

to Blacks and Puerto Ricans. The witnesses told it this way, "We have begun to knock the walls down, now those after us must prepare themselves to take advantage of the growing opportunities."

A final anecdote which helps sum up the value of the V.G.I. trip program is as follows: A participant continuously chided business for its discriminatory policies toward Blacks and Puerto Ricans, and constantly challenged them to show evidence of changing policy. The hosts never ducked the questions. Rather they produced evidence of change or gave honest answers of the difficulty of recruiting where in many cases there were not sufficiently prepared candidates from which to choose.

Toward the end of the year, this writer overheard the counselor "giving it to a student who happened to be saying something to the effect of, ... what difference does it make, I'll never be able to make it anyway." One can only wonder how the counselor would have answered a year earlier.

Walter Kurtzman

CHAPTER II

The District Seminar Sessions

I. Why Seminar Sessions in the District?

The first Fordham University-District 7 Vocational Guidance Institute which was conducted during the 1969-70 school year consisted only of classroom sessions at Fordham University and a series of scheduled trips to industry. Although one of the instructors was a member of the guidance staff in District 7, this limited arrangement did not make it possible to focus sufficiently on the particular needs of the schools in the district in either the presentation periods or the discussion periods. The need to devote time to the presentation and discussion of new ideas and approaches, and to evaluation of the trips to industry, left little time for discussion of the specific projects and programs through which the newer ideas and approaches could be implemented. In addition, it was difficult for the staff involved in the Institute to play a decisive leadership role in either the evaluation of the suggested implementations or in the grappling with on-the spot conditions within each school that presented any substantial challenge to the implementations that were being suggested. Neither the Fordham staff nor the guidance counselor-instructor from District 7 had sufficient access to first hand knowledge of what was happening in each school, nor a sufficiently meaningful working relationship with the administration in each school, to make these things possible. The rather loose arrangement of trying to accomplish these things informally through the head of guidance services in the district when that person was not intimately involved in the specific activities of the Institute, proved to be rather impractical. District seminars for the enrollees

in the Institute, conducted by the head of pupil personnel and guidance services in the district, thus became an integral part of 1970-1971 Institute in order to accomplish the following:

- A. To help the enrollees in the Vocational Guidance Institute to apply the knowledge, skills and ideas developed at the Fordham sessions to the educational programs in which they were currently involved in their own schools.
- B. To help each member to determine the appropriate curriculum areas or school practices and materials he wished to stress as part of his institute activity.
- C. To help each person cope with the problems of implementation within his own school.
- D. To involve resource people in the district who could be most helpful with the problems of program development and implementation.

II. What Organizational Form did the Seminars Take?

The enrollees were divided into three groups:

Group A: Counselors and teachers from the elementary schools in the northern part of the district.

Group B: Counselors and teachers from schools in the southern part of the district.

Group C: Counselors and teachers from the junior high-intermediate schools.

It was thus possible for personnel in the same schools, same type of schools, or neighboring schools to work together on the projects which they undertook, and to have on-going exchange on common problems.

III. What initial suggestions were made to the enrollees with respect to their responsibilities in the Institute?

During the October, November and early December sessions the seminars were directed toward clarification and discussion of the above-stated purpose, and toward suggestions by four school principals in the district. Prior to the principals' presentations, however, there was considerable discussion of the manner in which the enrollees would organize their own work. It was the consensus in all groups that they work in small committees to develop projects that could be made a meaningful part of the curriculum activity in their own schools. Some suggested projects included:

Development of occupational awareness units at particular grade levels, appropriate for incorporation into the social studies or language arts areas.

Development of workshops on occupational awareness for teachers and parents to help raise their level of involvement.

Development of resource files at different grade levels for occupational awareness trips in the South Bronx area, with annotations and guidelines in depth for arranging each visit-orientation prior to each visit, the visit itself and follow-up activities.

It was suggested that each project be a cooperative endeavor, with counselors and teachers of the same school, or neighboring schools, working together.

IV. What were the highlights of the guiding presentations by the principals in the district?

- A. There was constant reminder of the need to work within the school organizational framework, and to work hand-in-hand with the administration, the immediate supervisors and appropriate school personnel who could be most helpful with the particular project.
- B. Great emphasis was placed upon parental involvement. The need to involve parents as well as pupils in the initial planning stages of any project was stressed.
- C. The need to be imaginative yet practical was stressed constantly. Projects which interfered seriously with operation of regular school programs should not be undertaken.
- D. Great emphasis was placed upon careful examination of existing curriculum, in order to develop projects that could be incorporated into the teacher's program without too much difficulty. Special emphasis was placed upon developing activities that fitted into the social studies program for the particular grade. Increasingly, the social studies programs have emphasized trips and occupational activities.
- E. It was frequently suggested that trips should concentrate much more on the immediate neighborhood than they usually do. One

principal made a very dramatic presentation of how the building of the new Lincoln Hospital in the district presented a variety of possible activities.

- F. The Strengthened Early Childhood Program in the district has developed a trips program for the younger children. It was suggested that there was considerable opportunity for cooperation here.
- G. It was suggested that all school trips could now be given a new focus; instead of a general exploratory focus they could be given an occupational awareness focus.
- H. Great stress was placed upon role playing, interviewing and reporting techniques.
- I. Great stress was placed on the need to develop a deep respect for the world of work, different types of occupations and different types of people.
- J. There was a constant plea that the natural curiosity of children should be utilized in trying to motivate them through occupational awareness activities.
- V. What suggestions were developed during the early meetings for the organization of each project?
 - A. The first page should contain the following:
Project Title: It should reflect accurately the program presented. Specific goals of the project:

These should be few in number, and the program developed should be specifically geared to reaching these goals. Names and Schools of the members of the group that developed the project.

- B. The second page should contain an overview statement of the total program.
- C. Beginning with the third page there should be a thorough, detailed, documented presentation of the total project. The organization of the materials should be imaginative and varied. However, care should be taken to include the following:

Activities developed should include specific guides for planning, preparation and follow-up. Be certain to explain how and where they can be incorporated into the teachers' and pupils' total programs. Resources suggested should be thoroughly annotated, including strengths and weaknesses of the resources and their appropriate use.

Trips recommended should include planning strategies; the specifics for making arrangements for the particular trips; key people involved at the trip site; the unique or special features to be emphasized during the trip; the pitfalls to be avoided; the follow-up activities involved. Each of these items must be based upon knowledge of and experience with the trip site in question, not

general recommendations that might apply to all trips.

Directions for implementation and overcoming expected difficulties.

These should be based upon experiences and information acquired while the project was being developed.

- D. The final section should list each group member's name with a listing of the specific member's contributions to the project, and the materials that he or she developed, after each name.
- The final report should be mimeographed or rexographed so that each member may have a copy, in addition to sharing copies with seminar members and providing copies for course credit.

VI. How did we help the enrollees during the seminar meetings from the middle of December to the middle of March, when the small committees made their initial presentations of the projects they were developing?

Following each presentation there was analysis and discussion, and recommendations were made with respect to the proposed project. During these sessions twelve school principals participated in the discussions on a rotating basis. The following recommendations were the most common:

- A. Involve your supervisor, your colleagues, the children and their parents from the very beginning. Do not present them with a fait accompli that is ready for implementation.

- B. Do not underestimate the knowledge and opinions of the parents and the pupils with respect to choice of activities or trips to be made. We do not give enough credit to the experiential background of many Ghetto adults and young people.
- C. Don't plan an excessive number of trips. Plan and execute the trips in depth and weave them thoughtfully into the total classroom program.
- D. Make provision for Spanish translation of the prepared materials. The overwhelming majority of the people in the district are of Puerto Rican background.
- E. Make better use of the resources right here in the district. Our own District Career Resource Center should be involved on a constant on-going basis.

VII. How did we help enrollees with the problems they were facing during the mid-December to mid-March period?

During the last half hour of each session we tackled the problems which the enrollees posed in connection with the development of their projects. The problems were:

- A. We have a hard time getting the committee members together for meetings. We are either in different schools or do not have common unassigned periods.

A program of meeting times was developed. These included: The last fifteen minutes of our district sessions, with the committee members voluntarily staying a little longer; lunch period meetings, with schools being rotated where the people were in more than one school; early morning meetings;

a weekly after-school meeting on a day most convenient for all committee members. Periodically, the head of guidance services joined each committee for one meeting.

- B. The administration complains that we are taking the children out of school too frequently. They miss reading and math lessons in the process.

The head of guidance services tried to intervene with the appropriate principal or assistant principal. The factors of motivation and interrelationships of trip activities and skills were emphasized. This approach was generally successful until we reached the month of March, when all trips were suspended in order to get children ready for the April reading tests.

- C. We do not have access to extra supplies for our projects or enough money in the school funds for bus trips.

We tried to make some district supplies and facilities available to the committees; but to some extent they had to dig into their own pockets. Some extra bus funds were obtained through the funded district trips program. In a few situations, however, children had to provide their own carfare.

VIII. How were the seminars from the middle of March to the middle of May used?

- A. One full session for each group was devoted to supervised committee work to help expedite the work being done on each committee project.

- B. One-half session for each group was devoted to review of problems related to project development and project implementation, with the balance of the session devoted to planning for the large parental involvement session described in the next paragraph. The problems were largely concerned with getting the project report completed on schedule and fitting in scheduled trips. We tried to expedite the former by indicating earlier cut-off dates for implementation activities to be included in the report. It was emphasized time and again that it was what they actually did in the school that really counted rather than what was included in the report. In connection with the trips, we worked out arrangements for fusing some trips with those scheduled for Early Childhood Program trips or the Social Studies Program trips in the school.
- C. There was a full session devoted to a parental involvement seminar. Each committee brought two or more parents and copies of their project to the session. One committee brought seven parents. As a result, a total of sixty-eight parents attended this special session which was held at the Mott Haven Community Center. The parents brought to the session were chosen from among those who had been involved in some way in

the development of the projects, or would be involved in the implementation of their projects. The session was divided into three phases. The first fifteen minutes were devoted to orientation in which it was emphasized that we were seeking parental reaction to the projects, their suggestions for implementation, and their specific suggestions for parental involvement. During the second one hour phase, each committee in separate rooms, conducted an interaction session with its own parents, who had been given advance copies of the project materials. The reactions of the parents were uniformly favorable, ranging from endorsement to enthusiasm. At least half a dozen admitted they were sorry that they had not come to earlier sessions when they had been invited. However, they explained they were far more comfortable at this session in which many parents were involved. The suggestions they made indicated a great desire for considerably more parental involvement than had been anticipated. During the final phase of the session, the recorder for each group reported the highlights of his session to the re-assembled group. The remarks and questions which followed echoed endorsement of the recorders' reports. The written recommendations of each of the committees were then amalgamated into the listing that follows:

1. Parental Suggestions for Project Implementation

- a. Workshops for parents dealing with health habits and child responsibilities in the home which will help parents instill essential habits and attitudes for the world of work.
- b. More intensive identification of individual children's aptitudes, interests and talents which can be capitalized upon in helping them identify with the world of work; also measure changes in interests as a result of projects.
- c. Have annual individual school and district-wide "Fairs" devoted to all types of occupations.
- d. Gear programs especially to non-readers.
- e. Have interchange of projects with students from other schools.
- f. Encourage individual pupils to do research in depth in those careers in which they are interested.
- g. Be sure to make pupils aware of the drudgery as well as the glamour of particular occupations.
- h. Concentrate more field trips during the early part of the school year to promote motivation.

- i. Encourage children to discuss their goals in groups, and emphasize the dignity of all work.
- j. Provide special bilingual approaches for Non-English parents and children.
- k. Have children take more trips around the city, so that they may learn more about the places where job opportunities are located.
- l. Begin occupational awareness activities in kindergarten and the first grade and keep going. This will help provide motivation for learning.
- m. Get the classroom paraprofessionals involved in occupational awareness activities.
- n. Children must be shown. They do not always believe what they read.

2. Parents' Suggestions For Effective Parental Involvement

- a. Set up family center in each school with baby sitting services to free parents for project participation, workshops and trips.
- b. Parents should be used on a regular basis as resource people in the classroom and at assemblies.

- c. Foreign born parents can make reports comparing local job opportunities with opportunities in their native land.
- d. Special efforts should be made to get father-figure involvement in Saturday activities.
- e. Have parents question their children about the different types of workers (and their occupations) they have seen after watching a particular television program.
- f. Have parents support projects by taking their children on trips on an individual basis.
- g. Make copies of project activities available to parents upon request.
- h. Plan trips that include appropriate activities for both parents and students.
- i. Have parents workshops which train some parents to inform and involve other parents.
- j. Have parent volunteers read to children about careers.
- k. Have parents participate with children in occupational awareness lessons as well as in trips and workshops.

1. Have monthly occupational awareness meetings for mixed groups of parents and children.
 - m. Telephone chain relay system should be used to inform parents of meetings, trips, workshops and other activities.
 - n. Plan trips for parents only to places of interest to them.
 - o. Help parents with bilingual approaches to job and credit applications.
 - p. Get occupational awareness activities into the present parental involvement program.
- D. One full session was devoted to a review by the Institute participants of the parents' recommendations. The reactions showed considerable appreciation of the insight and understanding that many of the parents had revealed. The plans for on-going implementation were discussed. They include the following:
1. Providing the schools with copies of the projects so that curriculum implementation may begin in September.
 2. Exploring possible involvement with the Board of Education Curriculum Bureau for more formal involvement of project materials in curriculum bulletins.

3. Using the project activities to help forge more links between school programs and our District Career Resource Center.

IX. What Satisfactions and Benefits Were Derived From the District Seminars?

- A. The district seminars enabled us to help the enrollees to discuss possible occupational awareness programs in terms of the circumstances and personnel actually operating in District 7.
- B. The structure of the three seminar groups enable enrollees in the same school or adjacent schools to work together on the development of particular projects.
- C. The projects embarked upon were appraised in terms of their applicability and practicality for the schools in District 7.
- D. It was more comfortable and convenient to involve local resource personnel such as school principals and parents in district seminars than to ask these same people to attend sessions at Fordham.
- E. The district seminars enabled enrollees who were not guidance personnel to get more closely involved with and better acquainted with district guidance programs and personnel.
- F. The district seminars appeared to give enrollees a greater assurance that what they were doing was more related to school and pupil needs than might otherwise have been the case.

- G. The smaller seminar groups, always held in the form of a circle, helped to stimulate considerable discussion and interaction at each session.
- H. The sessions helped to identify particular individuals as potential guidance personnel.
- I. The district seminars develop particular principals and parents as potential allies in the struggle to make occupational awareness programs established elements of the school program.
- X. What Are The Reflections of the Group Members?
 - A. At least six feel they would have enjoyed the give and take of the sessions more if they did not have the responsibility of working on projects.
 - B. About one-quarter of them feel it would have suited their total professional commitments better if all the coursework had been held in the fall, and they had been permitted to develop their projects during the spring semester, independent of any classroom sessions.
 - C. The enrollees are really getting satisfaction out of making their projects part of their on-going professional work. However, a number of them feel that the work that is being asked of them properly belongs in a full-time institute.
 - D. Most of the enrollees are really looking forward to expanding their involvement with their projects during the coming school year.

E. Many of the enrollees feel that much of the pressure has resulted from the fact that the traditional school program makes it difficult to set up sufficient meeting times for project committees, while after school and family commitments make frequent after school meetings difficult. Most feel they have not been able to do justice to their projects.

F. All seem to be converts to the need for occupational awareness programs.

XI. How Does the Instructor View the Arrangement in Retrospect?

The seminars are meaningful, inspirational and helpful. The trips are exciting and enjoyable. The Fordham sessions are enriching and certainly help to fashion points of view. However, the total plan should have been developed and set in motion no later than last April rather than June. The late start limited the selection of applicants and prevented sufficient discussion in depth to weed out people who enrolled with little time for reflection and discussion, and who did not weigh carefully the nature of the year long commitment. These circumstances played a significant role in the attrition that followed.

There may be merit to the suggestions that there be a sequential arrangement of 1) Initial orientation meetings at Fordham 2) A period of trips with discussion sessions right on the trip premises 3) A period of enrichment sessions at Fordham 4) Development of projects concurrent with district seminars only. Such an arrangement might have resulted in a less confusing schedule, and the total avoidance

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of conflicting plans and requirements.

The whole V.G.I. concept should be made part of either the full-time program or part of the degree student's program. Doing it as a one-shot deal for many people is not a productive approach in terms of personal growth and development.

Nathan Young

CHAPTER III

Fordham University Seminars

Seminar participants were divided into two groups. Those who had gone on field trips in August (Group I) attended one University seminar each month. Those who were taking field trips during the academic year (Group II) attended two University seminars each month, beginning in October, 1970.

1. Orientation

October 13

Group I

October 6

Group II

During the orientation sessions the objectives of the Institute were discussed; pre-measures of attitudes toward jobs at various levels, general familiarity with the range of jobs available, and knowledge of worker trait requirements for specific jobs were obtained; and the theoretical framework of the Institute was structured. In the latter connection, an anecdote from Kenneth B. Clark's Dark Ghetto was related as a stimulus to a discussion of the role of the school in the development of vocational aspirations of students as opposed to its role as an interpreter and reflection of the "real" world. It was stressed that during the Institute participants would learn more about the "real" world as it is perceived by former students, community workers, parents, prospective employers, and those knowledgeable of the job market and opportunities for training and education; and about the process of vocational development in terms of understanding its various stages, so that their understanding of their students would be increased.

2. The Role of Parents, Peers, and School Personnel
in the Vocational Development of Youth

October 20
March 9

Group II
Group I

Several research studies have asked youth to rank order those persons who have had key influence on their occupational choices. Teachers, counselors, and other school personnel have been consistently ranked low, while parents and peers have been consistently ranked high. Possible reasons for these rankings were advanced by participants and discussed. These included:

- a. Teachers and counselors themselves developed vocationally within rather narrow social confines, and were not aware of the range of job opportunities available even to them, much less to their students.
- b. Further, nothing in their training had prepared or encouraged them adequately to become more informed.
- c. The pressure to teach skills led them to believe that anything else was extraneous, including relating school attitudes and skills to job attitudes, skills, and placement opportunities.
- d. Counselors found they had little time for any vocational counseling activities, either programmatic or individual, because the high student-counselor ratio in their schools relegated them to "crisis" counseling.
- e. The citation of parents and peers as key influences of occupational choices may be quite "normal," based on what is known about child development.

It was concluded that Institutes such as this one address themselves to reasons (a-d) above by helping teachers and counselors

to understand the importance of including occupational awareness activities in their programs. Reason (e) above, seemed to indicate that parents should also be included in these activities, since there is no reason to assume that their vocational awareness is any sharper than that of teachers and counselors, even though their influence may be stronger.

3. The Importance of Developing Occupational Awareness in Pupils: Parents and Former Pupils Speak Out

November 17 - Group I
November 10 - Group II

These programs provided the most animated sessions of the seminar series at Fordham. District parents who were also members of the Community School Board stated their idea that if their children were taught the basic skills they would be ready to enter the job market with the attitude and skills needed for later success. The participants heard this as an accusation that they were not doing their jobs properly, and responded by citing the social and psychological reasons why these tasks were extremely difficult. A former student of the schools of the district, who was to enter college in January, related some of the ways in which he felt he had been treated condescendingly, if not hostilely, by his former teachers, and concluded that such treatment had a deleterious effect on the students' development of self-esteem and confidence. The majority of the Institute participants reacted with disbelief that any such incidents had occurred, although the student was supported by some of the minority group participants, the parents, and the community worker (ASPIRA). Community residents also indicted counselors for limiting the aspirations of minority youth by "shunting" them into

vocational and non-academic tracks. A further discussion ensued relative to the broadening of occupational horizons of youth as opposed to the necessary narrowing of goals as the interests and aptitudes of the children begin to emerge. Community residents agreed that horizons should be widened when children are in elementary school, and agreed to meet later in the year with Institute participants to further the goals of the Institute.

4. The Counselor's Leadership Role in Developing Occupational Awareness Programs and Activities:
Suggestions November 20 - Group II

Mr. Bernard Novick related his experiences as director of the Central Jersey Education-Industry Council, and offered some samples of the materials and programs his group had produced. He stressed the importance of developing community resources - both human and industrial - as sources of information for district students. He circulated among the group a notebook that had been compiled that contained current information about firms in his area including entry jobs, salary levels, opportunities for minorities, contact people, etc., and urged counselors to compile such data for their own communities. Further, he supplied examples of guides for teachers, speakers, and for business representatives who would be conducting tours, that systematically covered all stages of their activities. These materials made it possible for Institute participants to benefit from the mistakes that had been made by Mr. Novick's group during their trial and error development.

5. Sensitivity to the Aspirations and Expectations of Urban Youth

December 1 - Group II

Class discussions were related to the following topics:

a. The paradox of the existence of the drive for vertical mobility in a society that is philosophically based on the notion of the equality of all its members.

b. Social class differences in sources of job satisfaction. Ego-involving vs. society-maintaining jobs (Havighurst).

c. The historical development of peoples' attitudes toward work. The impact of welfare and the changing values of youth on one's desire to work.

d. The perception of education as a way "out-and-up", and the results of the confusion of the terms "education" and "training".

e. The over-selling of college and the impact that this may have on the self-esteem of the student who is not interested in academic topics or careers.

f. The various definitions of the term "realistic vocational choice".

g. The effects of the high incidence of fatherlessness in the communities of District 7X on the development of work values among the youth.

h. Barriers to the vertical mobility of urban ghetto youth.

6. The Employment Market in the New York Metropolitan Area

December 8 - Group II
December 15 - Group I

Mr. Herbert Bienstock, Director of the New York City office of the U. S. Bureau of Labor Statistics, discussed the implications of the data in that department's publication The Manpower Posture of the Seventies. Major topics included:

- a. A definition of the term "labor force" which leads to the conclusion that the number of unemployed people may actually be much higher than published unemployment rates indicate.
- b. The fact the 250,000 people in New York City work full-time and earn less than \$80. per week. New York City was then compared to Detroit, as an example of a city that offered many more employment opportunities for the semi-skilled industrial worker at higher wages because of the nature and size of the industries themselves.
- c. The growth of service producing industries as compared to goods producing industries, a situation that is unique to this country.
- d. The fact that by 1980, for the first time, there will be as many professional and technical workers as blue collar operatives.
- e. A tracing of the past and future effects of the 1947 "baby boom".
- f. The increased proportion of women, blacks and Puerto Ricans in the labor force by 1980.
- g. The slowed growth in overall teenage labor force that can help reduce youth unemployment.
- h. The narrowing formal schooling gap between whites and blacks, but the maintenance of the same unemployment gap.
- i. The fact that the need for elementary and secondary teachers will not grow as rapidly as the general population.
- j. The fact that the number of people with college degrees who will be looking for jobs in 1980 will be greater than the number of job openings.
- k. The fact that by 1980, 80% of the jobs available will not require a college degree.

7. Vocational Development Theory

January 5

Group II

Initially, a distinction was made between theories of occupational choice and theories of vocational development. The occupational choice theories of Roe, Holland, Ginzberg, and the psychoanalytic group were briefly sketched out, and the vocational development theory of Super was explained in some detail. It was pointed out that the above theories have been tested in studies using an extremely select population, and that even those that have received research support may not be relevant to urban youth. The developmental approach was stressed for three main reasons:

- a. To aid participants to recognize the developmental stages of their pupils, and to have some understanding of what is "normal" for the population they serve.
- b. To aid participants to plan activities aimed at facilitating their pupils' handling of the developmental tasks appropriate to their stage of development.
- c. To help participants to understand what they perceive as inflexibility among their colleagues in light of the colleagues' developmental stage.

The developmental scheme of Havighurst was also discussed in terms of the developmental tasks that he feels elementary and junior high school students should be performing. Special emphasis was placed on the importance of peer association and the providing of "significant other" figures for the large number of fatherless children in the district.

8. Expectations of Business and Industry

January 12 - Group I
February 23 .. Group II

Mr. William Lewis of Western Electric and Mr. Rawley Lucas of the New York Life Insurance Company projected the employment needs in New York City in terms of industry and business and in terms of requisite skills. They observed that employees entering the labor market lacked many of the basic skills of reading, writing and listening. They further alleged that the new employees seemed not to have proper job attitudes toward attendance, punctuality, supervisors, and company loyalty. Few seemed capable of any feelings of satisfaction with a completed task. The resultant discussion focused on the following topics:

- a. Can one reasonably be expected to derive satisfaction from the completion of a menial, repetitive task?
- b. The attitudes of "old line" supervisors toward minority group members and the companies' efforts to deal with these attitudes.
- c. A reiteration by Institute members of the difficulties they encounter teaching skills in urban schools, in an apparent effort to soften the criticism of business and industry.

At the conclusion of each session, Mr. Lucas compared the ranking of instrumental values by participants with those rankings he had obtained from new employees at New York Life. His results showed a wide discrepancy with young people rating extrinsic job factors highly, while the school personnel rated intrinsic job factors highly. He suggested that these differences could lead to school personnel emphasizing values that were not relevant to their pupils.

9. Educational and Occupational Opportunities in New York City

January 19 - Group I
February 16 - Group II

Mrs. Lois Markle of the CUNY Admissions Office explained their new Open Admissions policy which many participants had misunderstood. She explained that it was too early to know the effects of this program. She devoted considerable time to career programs available in the City University's Community Colleges with particular emphasis on health related careers. The Institute members expressed surprise at the range of career opportunities provided by these programs, and at the salaries one could earn in these jobs. The ensuing discussion focused on the following topics:

- a. Will open admissions lower the "standards" of the CUNY?
- b. Does Open Admission mean that all pupils should be encouraged to attend four-year colleges?
- c. The current negative attitude of students and parents especially toward community colleges, and the ways in which a developmental program of vocational guidance, with parents involved, can alter this attitude.
- d. Remedial programs conducted by CUNY in conjunction with Open Admissions. It was pointed out in this connection that not only minority students benefitted from this program.

Mr. Hugh Ward and Mr. Kenneth McNutt of Coalition Jobs briefly explained their program and efforts to secure jobs in business and industry for minority group members by effecting a partnership between the private sector and government. They sketched out their program of training and counseling, and told of some of their hopes for their future growth, although the current economic situation was causing

them some concern.

10. Sensitivity to Minority Groups

February 9 - Group II
March 16 - Group I

Mr. Malon Puryear of Manpower Consultants, Inc. presented a program designed to sensitize Institute participants to the history, problems, achievements and expectations of minority groups. He stressed the interrelationship of jobs, housing, education, and health using a circular schema, and stated that all that minority group members want to do is to break into the circle. Citing statistics from the Bureau of Labor Statistics and the Census Bureau, he indicated that even though it is true that the median income for blacks has increased sharply, the gap between black and white median income has widened. He further stated that blacks continue to be over-represented in the semi-skilled occupations, while they are under-represented in the professional and technical occupations. Using historical examples, especially immigration laws, he demonstrated that American society, paradoxically a society of immigrants, has consistently sought to make it extremely difficult for newcomers to enter and to succeed in this country. He averred that there is nothing new about blacks and Puerto Ricans trying to "break-in," for Irish, Italians, Jews, Germans, etc. have had to fight their way "in" previously. He concluded with the plea that Institute members, who are in a position to do so much, extend themselves to provide access to the education and jobs that blacks and Puerto Ricans so desperately require.

11. Making It

March 23 - Group II

The film Making It was obtained from the American Can Company and

shown to the group. This film depicts minority group workers in various jobs at various levels being interviewed in their job settings. The merits of showing this film to the pupils of the participants were then discussed. Most of the participants felt that it would be a good idea to do so, because the youngster would then learn of the range of jobs open to them and might be motivated to learn more about those and similar jobs. Some of the minority group participants, however, felt that the film was "dated" (it is two years old) because the workers depicted reflected "tokenism" and expressed "Uncle Tomisms". One worker in the film, for example, seemed especially to annoy this group. They interpreted his remarks as telling youngsters to "Keep your mouth shut, and you'll be a success. Then they'll let more of us in." This, the sub-group felt did not reflect the current black attitude. This topic provoked a lengthy, sometimes heated, discussion in which polar views seemed to be a function of age rather than of ethnic group membership.

12. The Clientele of the Youth Opportunity Center

April 6 - Group II

This session was somewhat abbreviated due to the limited time available between the closing of school and the closing of the Center. Mr. Martin Margolis, Senior Employment Service Representative at the Center, showed the participants a film and some "dummy" files which made them aware of the employment problems of the youngsters served by the Center, most of whom are school drop-outs. Many were appalled to learn of the limited quantity and quality of jobs available to these youth, and expressed a new understanding of their erratic employment patterns.

13. Job Interviews: Discussion and Reaction

April 20 - Group I

On January 12, the members of Group I had been divided into eight sub-groups of three each. Each group was given a list of the names and addresses of eleven firms with offices in New York City. Prior arrangements had been made by Mr. George Wood of the National Alliance of Businessmen with these firms. The lists also contained the name of one contact person at each firm. Institute members were then given the following assignment:

"Each group is to appoint a captain whose job it will be to contact the representative of the firm you will visit. These people are expecting your call, and will have made arrangements for you to carry out this assignment. The captain will make an appointment for the group to visit the firm. You should allow at least one hour for your visit. During this time, each group member will interview one employee of the firm who works at a different level in the firm, - one person at the entry level, one person at the supervisory level, and one person at the management level. These interviewees have already been designated by each firm. Interviews should be conducted in accordance with the interview schedule formulated by Robert Hoppock.

"Each team should then meet and prepare a group report of the interviews which they will ditto and present to all class members on March 16. The class on April 20 will consist of a discussion of these interview reports."

The discussion of these reports at the seminar meeting of April 20 focused on the following common elements:

a. Most of the firms had programs designed to recruit employees from minority groups and to provide them with training and opportunities for advancement, e.g. tuition remission plans. These employees were visible as participants toured the firms' facilities.

b. Many of the interviewees were the products of such programs, and expressed positive attitudes toward the firm and toward their own opportunities for advancement.

c. The opportunity for advancement was present for all, regardless of previous education or lack thereof. Most of the firms promoted from within as a matter of policy.

d. Regardless of job level, all interviewees seemed proud of their jobs and eager to talk about them.

e. Many of those interviewed expressed their wish that they had known more about the opportunities afforded by jobs such as theirs when they were younger. Most of those who expressed this wish had "happened" into their present situation.

14. Demonstration Programs

April 20 - Group I and II

Two programs which had been prepared for use in District 7X schools during the course of the Institute were presented to the combined groups. Copies of these programs may be found in Appendix C of this report.

15. Summary and Evaluation

May 11 - Group II
May 18 - Group I

During this session, reference was made again to the anecdote from Clark: Dark Ghetto. During the discussion, participants made reference to vocational developmental stages, to their knowledge of the variety of

training and educational opportunities, to labor market conditions, to the desire for upward mobility, and to the importance of acquiring basic work skills, attitudes, and identification at an early age. A formal evaluation was conducted, and post-institute measures of attitudes toward jobs at various levels, general familiarity with the range of jobs available, and knowledge of worker trait requirements for specific jobs were obtained. The data from these studies are included in the next chapter.

Robert B. Hurley

CHAPTER IV

Evaluation and Recommendations

A. Participants' Evaluation

At the final meeting of the seminar held at the University, the Institute participants were asked to state one thing they had learned. Their responses were then categorized under the general headings of the seven objectives of the Institute. An eighth category - "The importance of starting children to think about their place in the world of work at an early age" - was added because of the frequency with which it was cited.

Eleven people felt that their general knowledge of the metropolitan labor market had been increased. Eight participants felt that they had learned some specific techniques for promoting occupational awareness in school settings, and eight others stated that they had become convinced of the importance of starting children at an early age to think about their place in the world of work.

Seven people thought that their knowledge of the worker trait requirements and duties of specific jobs had been increased.

Five felt they had learned more about and became more sensitive to the factors that impinge upon the vocational development of urban youth, while five others said they had gained a heightened awareness of the dignity of work and varying sources of job satisfaction.

One participant reported that he had developed skill in communicating with university and with business industry personnel in order to identify the tasks of the three groups to promote the optimum career development of urban children.

No one reported learning any new skill in evaluating the effectiveness of the procedures developed for promoting occupational awareness.

The participants were then asked to identify the single most beneficial aspect of the Institute and the single least beneficial aspect. Twenty-nine participants mentioned the field trips as the most beneficial activity, whereas four people said they were least beneficial. Sixteen people found the University seminars most beneficial, but eight others

objected to them because they were either "redundant" or presented speakers they perceived as "hostile" to them. Three speakers were singled out for special praise, viz., Messrs. Puryear (5), Bienstock (2), and Novick (1). Ten participants thought the involvement of parents was an excellent idea. District seminars were praised by three, but received negatively by five.

B. Evaluation by Data Assessing Change

Thirty-one participants were present at both the beginning and the final sessions. These were the subjects on whom the following conclusions are based.

1. The Institute participants were asked to think of three youngsters who stood out in their memory, and then to write down two jobs that these youngsters might hold as mature adults. There was thus a possibility of 186 different jobs being "chosen" (31 participants times three children times two jobs per child). Underlying this method was the idea that those children remembered would be "unusually good" or "unusually bad", and that the jobs selected would be either high or low status jobs, with very few in the middle range. It was hypothesized that the same exercise, given at the conclusion of the Institute, would reflect not only an increase in the number of jobs known to the members, but also a difference in the distribution of jobs across the various occupational categories as the participants learned of different training and occupational opportunities for both kinds of "unusual" children.

FIGURE 1

Frequency of Occupations cited by Institute Members on Pre and Post Measures of Number of Jobs known to Them

	<u>Pre</u>	<u>Post</u>
1. Teacher	20	22
2. Art Teacher	-	4
3. Music Teacher	-	1
4. Nurse	12	19
5. Lawyer	8	10
6. Artist	8	5
7. Clerk	6	3
8. File Clerk	1	1
9. Bank Clerk	3	-
10. Post Office Clerk	1	-
11. Doctor	5	5
12. Policeman	5	5
13. Porter	5	3
14. Business Manager	5	-
15. Secretary	4	3
16. Executive Secretary	-	1
17. Office Manager	3	5
18. Athletic Coach	3	-
19. Entertainer	3	3
20. Musician	3	9
21. Fashion Designer	3	5
22. Social Worker	3	4
23. Sales person	3	10
24. Auto Mechanic	3	3
25. General Laborer	3	3
26. Business Owner	2	2
27. Scientist	2	6
28. Psychologist	2	1
29. Lab Technician	2	4
30. Medical Technician	-	2
31. Engineer	2	3
32. Receptionist	2	-
33. Bus Driver	2	-
34. Truck Driver	2	-
35. Accountant	1	4
36. Politician	1	2
37. X-Ray Technician	1	-
38. Actor	1	1
39. Professional Athlete	1	2
40. Public Relations	1	-
41. Mathematician	1	1
42. Statistician	-	1
43. Photographer	1	-
44. Interior Decorator	1	1
45. Clergyman	1	-
46. Customs Inspector	1	-
47. Youth Worker	1	-
48. College Professor	1	1

	<u>Pre</u>	<u>Post</u>
49. Architect	1	-
50. Draftsman	1	1
51. Typist	1	1
52. Travel Agent	1	-
53. Computer Operator	1	-
54. Computer Programmer	1	1
55. Veterinarian's Aide	1	-
56. Beautician	1	1
57. Waiter	1	-
58. Corrections Officer	1	-
59. Tailor	1	-
60. Subway Conductor	1	-
61. Sanitation Worker	1	2
62. Fireman	1	-
63. Gardener	1	-
64. Carpenter	1	1
65. Repairman	1	-
66. Gas Station Attendant	1	-
67. House Painter	1	-
68. Skilled Factory Worker	1	-
69. Writer	-	1
70. Journalist	-	1
71. Veterinarian	-	1
72. Stock Broker	-	1
73. Economist	-	1
74. Dental Hygienist	-	1
75. Archeologist	-	1
76. Supermarket Cashier	-	1
77. Stock Boy	-	2
78. Buyer	-	1
79. Model	-	2
80. Cook	-	1
81. Dressmaker	-	1
82. Elevator Operator	-	1
83. Hospital Orderly	-	1
84. Seaman	-	1
Total number cited	63	57

An inspection of Figure 1 will reveal that the number of jobs cited by Institute members actually decreased. Further, those jobs that were cited at the end of the Institute that had not been selected at its beginning, do not indicate any systematic change due to field trips and/or lectures held during the Institute.

FIGURE 2

Categorization of Occupations Cited By Institute Members
on Pre and Post Measures of Range of Known Jobs

Occupational Category	No. of Occs. Cited		Frequency of Citation	
	Pre	Post	Pre	Post
1. Professional, Technical and Managerial	32	34	101	124
2. Clerical and Sales	11	11	24	26
3. Service	11	8	20	15
4. Farming, Fishing and Forestry Related	1	0	1	0
5. Industrial	8	4	13	8
6. Other	-	-	27	13
a. Blanks	-	-	15	6
b. Housewife	-	-	7	4
c. Unemployed	-	-	3	1
d. Criminal	-	-	2	2
Total	63	57	186	186

Figure 2 also shows that there was no change in the distribution of the jobs cited. For example, despite the emphasis during the Institute on the projected growth of service occupations, the number of such occupations cited actually decreased.

These data do not support any contention that Institute participants increased their general knowledge about jobs and job opportunities.

2. Pre and post measures of participants' evaluative attitudes towards jobs at two different socio-economic levels were obtained. Osgood's Semantic Differential (evaluative scale) was used to measure this attitude. This scale consists of four bi-polar adjective pairs directed toward a particular concept. Scores on these scales can range from 28 to 4. The concepts in this case were four occupations - electrical engineer, draftsman, (combined to form the professional technical occupational category) telephone lineman, and night watchman (combined to form a "working class" category). The range of possible scores is thus from 56 to 8 in each category.

TABLE 1

Summary of Means and Statistical Analyses of Pre and Post Institute Measures of Attitudes Toward Occupations and Specific Job Knowledge

Variable	Pre Mean	Post Mean	Mean Difference	Standard Deviation Difference	d.f.	t	p level
Evaluation of Professional and Technical Occupations	21.709	22.096	.548	.883	30	.620	n.s.
Evaluation of "Working Class" Occupations	19.666	20.850	1.2	1.256	29	.955	n.s.
Specific Job Knowledge	6.433	7.133	.7	.346	29	2.023	.05

Critical value for t: 2 at .05 (one tailed, 29 d.f.) = 1.699

It was hypothesized that there would be a change in the participants' evaluation of these occupational categories, but an inspection of Table 1 will indicate that this is not so. The mean scores of evaluative

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attitudes toward each occupational category did indeed increase, and the gap between the two categories did narrow, but these changes were not statistically significant. Thus there is no evidence to support a contention that there was a change in the participants' evaluative attitudes toward different occupational categories.

3. Specific job knowledge was measured at both the initial and the final Institute sessions. Participants were asked to select any two of the six occupations they had cited for (a) above that were different from their own. They were then asked to indicate their knowledge of the worker trait requirements (general educational development, training time, aptitudes and temperments) of these jobs. Their responses were then compared to the Dictionary of Occupational Titles (United States Department of Labor) statement of these requirements. The maximum score for each job is 6, and the minimum is 0. The range for scores on specific job knowledge is from 12 to 0.

It was hypothesized that the participants' specific job knowledge would increase during the course of the Institute. As Table 1 indicates this hypothesis was supported. The increase in mean scores is beyond that level that chance alone would predict (.05). There is support for the contention that Institute members' specific job knowledge increased during the course of the Institute.

C. Recommendations: Staff and Participants

As the result of staff meetings and of the written evaluation of the participants, the following recommendations are made.

1. Vocational awareness institutes of this type are beneficial to school personnel because they focus their attention on matters that are important to their students and to the society in which they live.

2. Sixty persons registered for the Institute during its first few weeks: forty-three completed the program. One possible reason for this high attrition rate is the lateness of the approval of the project. School personnel most capable of commitment were already committed to something else. It is recommended that sufficient time be given between project approval and inception to recruit those people who are committed to such an educational undertaking.

3. Another possible reason for the high attrition rate is the length and/or the organization of the Institute. Perhaps the University sessions should take place with greater frequency at the beginning of the year, as a stimulus to change and a theoretical framework for activities within the school district.

4. Parents and/or para-professionals should be involved as participants in such Institutes. Research findings have consistently indicated that youngsters cite parents as the key influences of their occupational choices much more frequently than they do school personnel. There is no reason to assume that parents possess any greater knowledge of the world of work than do school personnel.

5. Some effort should be made to make field trips more personal. There should be more opportunity for participants to interact with the workers in the work settings visited so that their experience is less superficial. Participants reported much more learning on the rare occasions when such interaction was made possible.

6. Field trips should be made by smaller groups to smaller businesses within the participating district. This would enable school personnel to become more knowledgeable about their district, and to build up their file of resource persons and places.

7. The fact that evaluative attitudes and knowledge of the range of jobs did not seem to change is not unrelated. Some deliberate, systematic steps must be taken in any Institute such as this to change attitudes. Periodic confrontation seems not to be the answer, but attitudes must be confronted. Perhaps programs like this should be opened with sensitivity sessions.

Robert B. Hurley

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APPENDIX A

The staff of the Vocational Guidance Institute gratefully acknowledges the contributions of those listed below. Their knowledge, courtesy and willingness to be of service were invaluable aids to the development of the occupational awareness of institute participants.

Mr. George Wood	National Alliance of Businessmen
Mr. Ted Allen	National Alliance of Businessmen
Mrs. Iona Edwards	Community School Board, District 7X
Mrs. Carmen Martinez	Community School Board, District 7X
Mr. Julio Torres	Bronx ASPIRA
Mr. Richard Gonzalez	High School Student, District 7X
Mr. William Lewis	Western Electric
Mr. Bernard Novick	Central Jersey Industry - Education Council
Mr. Herbert Bienstock	U. S. Bureau of Labor Statistics
Mr. Rawley Lucas	New York Life Insurance Company
Mrs. Lois Markle	CUNY Admissions Office
Mr. Hugh Ward	Coalition Jobs
Mr. Kenneth McNutt	Coalition Jobs
Mr. Malon Puryear	Manpower Consultants, Inc.
Miss Virginia Keegan	New York Life Insurance Company
Miss Jeanne Hausman	Chemical Bank
Mr. William Granville	Mobil Oil Corporation
Miss Carol Steinberg	Lever House
Miss Ruth Ritenam	Lever House
Mrs. LaVerne Harper	Plaza Hotel
Mrs. Hannah Solomon	Sachs New York
Mr. Chester Slocum	Equitable Life Assurance Society
Mrs. Vivien Auletta	Macy's New York
Mr. James Woods	New York Life Insurance Company
Mr. Richard Gates	Mobil Oil Corporation
Miss O. Mayer	Mobil Oil Corporation
Mr. S. Miller	Mobil Oil Corporation
Mr. W. S. Campbell	Western Electric
Mr. R. E. Brabant	Western Electric
Mr. M. Truell	Western Electric
Mr. M. Lewis	Western Electric
Mr. Thomas Parris	Metropolitan Hospital
Mr. Martin Margolis	Bronx Youth Opportunity Center
Mr. Sidney Young	Principal, PS18X
Mr. Paul Weinstein	Principal, District 7X
Mr. Sidney Samuelson	Principal, PS27X
Mr. Simon Parnass	Principal, PS154X
Mr. John Hagan	Principal, PS51X
Mr. Daniel Grayson	Principal, PS43X
Mr. Henry Berkman	Principal, IS38X
Mrs. Lucille Rosenberg	Principal, PS31X
Mr. Benjamin Goodman	Principal, PS65X
Mr. Charles Colman	Principal, PS29X
Mr. Harry Gittleman	Principal, PS161X

The Institute staff would also like to express its gratitude for the contributions of the following School District 7X parents:

Gloria Brown
Barbara Braswell
Thomas Perez
Felicitia Perez
Emily Goray
Mattie Bellinger
Josephine Ortega
Savannah McElwen
Cora Lee Turner
Gloria Gonzalez
Cleaster Jackson
Deelores P. Washington
Elizabeth Harrison
Albertha John
Maria Serrano
Inez Santos
Rose Scott
Alqueen Hambric
Bernice Bennett
Carmela Provenzano
Marilyn Doward
Anna Carfara
Carmen Maizonet
Nelly Montalvo
Carmen Leon
Catherine Ervin
Alma Jones
Lucinda White
Lorraine DeMunn
Virginia Ramos
Angelina Velez
Amalia Santos
Aurora Silva
Patria Pedraja
Frank Camaclio

Mary Ann Nesbitt
Graciela Alvarez
Helen M. Bailey
Gladys Golsby
Virginia Pasquez
Zenaida Martinez
Heloise Besares
Juanita Green
Leona Jones
Thelma Pavlos
Charlie Mae Banks
Augusta Benjamin
Eula D. Fleet
Sonia Alicea
Elesa B. Incillo
Maryann E. Parker
Johnnie Mae Hill
Felicia Hernandez
Grace Rossello
Carmen Manso
Monica Ortiz
Providencia Miro
Maria L. Vazques
Francisca Tirado
Ana Nater
Carmen Suarez
Ana Vargas
Inz Iraida Gonzalez
Elena Guevdo
Candida Seda
Carmen Benerd
Inis Callemore
Carmen Mendez
Albritha John
Ninon Coleman

APPENDIX B

Participants in 1970-71 Vocational Guidance Institute

<u>Name</u>	<u>School</u>	<u>Address</u>
Almendarez, Hazel	P.S. 37	425 E. 145 Street, Bronx, 10454
Andrews, Kay	P.S. 5	564 Jackson Avenue, Bronx, 10455
Ansel, Rose	P.S.157	757 Cauldwell Avenue, Bronx, 10455
Applebaum, Richard	P.S. 51	810 Trinity Avenue, Bronx, 10456
Barchi, Sophie	P.S.154	333 E. 135 Street, Bronx, 10454
Beltran, Olga	P.S. 40	468 E. 140 Street, Bronx, 10454
Boland, Mary	I.S.149	360 E. 145 Street, Bronx, 10454
Brown, Alice	I.S.149	360 E. 145 Street, Bronx, 10454
Calcaterra, Richard	I.S.155	470 Jackson Avenue, Bronx, 10455
Carmichael, Dorothy	P.S. 49	383 E. 139 Street, Bronx, 10454
Carrol, Beryl	I.S.149	360 E. 145 Street, Bronx, 10454
Chesterton, Steven	I.S.149	360 E. 145 Street, Bronx, 10454
Clark, Julia	P.S. 37	425 E. 145 Street, Bronx, 10454
Colon, Ramon	Dist. 7	501 Courtlandt Avenue, Bronx, 10451
Daly, Helen	I.S.149	360 E. 145 Street, Bronx, 10454
DeCastro, Roberto	P.S. 65	E. 141 St. & Cypress Ave., Bronx, 10451
Edwards, Gladys	P.S. 49	383 E. 139 Street, Bronx, 10454
Fernandez, Christina	I.S.155	470 Jackson Avenue, Bronx, 10455
Friedman, Thelma	P.S. 18	502 Morris Avenue, Bronx, 10451
Fuchs, Liliann	Dist. 7	501 Courtlandt Avenue, Bronx, 10451
Goldman, David	I.S.155	470 Jackson Avenue, Bronx, 10455
Graf, Jean	P.S. 65	E. 141 St. & Cypress Ave., Bronx, 10451
Griffin, Virginia	P.S. 31	425 Grand Concourse, Bronx, 10451
Hochman, Gary	I.S.155	470 Jackson Avenue, Bronx, 10455
Korenblatt, Jerome	P.S. 65	E. 141 St. & Cypress Ave., Bronx, 10451
Lapin, Beatrice	P.S. 29	758 Courtlandt Avenue, Bronx, 10451
Motelow, Robert	I.S.155	470 Jackson Avenue, Bronx, 10455
Nachman, Gerald	I.S.155	470 Jackson Avenue, Bronx, 10455
Parker, Irene	P.S. 49	383 E. 139 Street, Bronx, 10454
Pollack, Lawrence	P.S. 31	425 Grand Concourse, Bronx, 10451
Pugh, John	P.S. 43	165 Brown Place, Bronx, 10454
Rivera, Edythe	P.S. 27	519 St. Ann's Avenue, Bronx, 10455
Rosa, Aida	P.S. 1	335 E. 152 Street, Bronx, 10451
Sabatani, Anne	P.S. 65	E. 141 St. & Cypress Ave., Bronx, 10451
Scheider, Edward	I.S.155	470 Jackson Avenue, Bronx, 10455
Soltis, Marjorie	P.S.124	760 E. 160 Street, Bronx, 10456
Spindel, Alan	P.S. 65	E. 141 St. & Cypress Ave., Bronx, 10451
Tatum, Jacqueline	P.S. 37	425 E. 145 Street, Bronx, 10454
Toohey, Helen	P.S.157	757 Cauldwell Avenue, Bronx, 10455
Vigman, Eva	P.S.157	757 Cauldwell Avenue, Bronx, 10455
Williams, Georgianna	P.S. 67	2024 Mohegan Avenue, Bronx, 10460
Wood, Eva	P.S. 43	165 Brown Place, Bronx, 10454
Wright, Ellen	P.S.157	757 Cauldwell Avenue, Bronx, 10455

APPENDIX C

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PROJECT I

PROJECT TITLE: Early Childhood Educational and
Vocational Awareness in the
World of Work

COMMITTEE:

Miss Helen Toohey	P.S. 157X	4th Grade
Mrs. Rose Ansel	P.S. 157X	1st Grade
Mrs. Eva Vignan	P.S. 157X	Guidance
Miss Marjorie Soltis	P.S. 124X	3rd Grade

(1)

Prologue:

Job Evaluation

Just before the close of the school term the principal handed a second-grade teacher an envelope. The children were curious and asked what was in the envelope.

"My paycheck," said the teacher.
One little girl asked "Where do you work?"

Early Childhood Educational and
Vocational Awareness in the World
of Work.

Introduction

To introduce our children to the world of work does not mean occasional discussions of jobs and careers, but an in-depth systematic investigation of all the opportunities that exist in modern society. We should be expected to tie in these opportunities with the hopes and aspirations of our children and to help develop in them a self awareness and a respect for the dignity of work.

Across the nation the influence of vocational education has been moving out of the secondary grades and down through the elementary grades. In search for a suitable title to describe this new discipline people have come up with a number of names such as "occupational orientation," "career development" or "pre-vocational exploration".

The challenge of this new field in Elementary Schools is to be able to convince principals, supervisors, teachers and parents to include this in an already very busy academic curriculum. Team approach and correlation are the keys that will open up this exploration. Much of this has been used by educators without being labeled "pre-vocational education". Language arts, arts and crafts, social studies and mathematics are there and can be correlated to the world of work.

The Counselor's role in Early Childhood
Educational and Vocational Awareness in
the World of Work

The Elementary School Counselor of Early Childhood classes should provide inspiration and training through demonstration, workshops, field trips, meetings not only with the children, teachers, supervisors and paraprofessionals, but also with the parents (See Newsletter, p.(5).

The Counselor understands that young children need to develop positive self-concepts. She understands that attitudes and values require as much emphasis as information. The Counselor knows that children may make tentative occupational decisions in order to arrive at a final choice. We in this committee hope that our report will help young children in our District 7X understand the need for continued education, expose them to a variety of jobs, answer some of their questions about work and encourage wholesome attitudes toward all useful work.

Although only one workshop was held for the parents the idea of vocational awareness was very well received and the parents were interested in going on field trips. We used the same techniques that were used with the children.

"How many job titles do you think there are in the United States? (30,000)

What kind of jobs are you interested in?

What do you want to be?

What to look for when we go on a trip."

Employment policies were discussed and the parents were interested in salaries, skills, required education necessary, and benefits.

Three job descriptions of our own District 7X were distributed (See Appendix (a) pp. (12)-(13)-(14).)

Plans were made to visit Hunts Point Multi-Service at 661 Cauldwell Avenue.

Mrs. Velasquez, our Bi-Lingual teacher, and Abigail Montanez (Model Cities Worker) assisted us with the translations and added their own valuable contributions to the world of work.

Films For Parents

Guidance Associates

of Pleasantville, N. Y.

1. Four Who Quit
2. Why Work at All
3. A Job That Goes Somewhere
4. A New Horizon in School Food Services
5. Getting and Keeping Your First Job
6. Preparing for the Jobs of the 70's

Mr. Ed Levy, Principal
Mr. Eckstein, Ass't Principal
Mr. Zeitlin, Ass't Principal

P.S. 157X
757 Cauldwell Avenue
Bronx, N.Y.

NEWSLETTER

To: Staff of 157X
From: Eva Vigman,
Guidance Counselor of Grades K-3

Memo #1

Miss Tookey, Mrs. Ansel, Mrs. Wright, Miss Soltis (124X), and myself are currently participating in a Vocational Guidance Institute limited to District 7X teachers and counselors. We are attending Fordham University (N.Y.C. Vocational Guidance Comm.) every other week where we have been addressed by Local School Board members, Department of Labor members, and manpower consultants.

We have visited various plants in the city, the Plaza Hotel, the Chemical Bank of America, Equitable Life Insurance. We were pleasantly surprised to find that they all had departments that helped the young people orient and prepare for jobs in their agencies. There are training programs where basic skills are taught, counseling is given and the best slot is found for the applicant.

At District 7X, under Dr. Nathan Young's (Guidance Supervisor) leadership, we have met regularly and formed committees to integrate Occupational Awareness in the Elementary Schools. Principals and parents have been invited to participate.

We hope to meet with many of the grade teachers to plan trips, lessons and use the tape recorder for interviews for the young children.

Any trip that you take keep one eye open on job opportunities. Whether you go to the Museum, United Nations, Airports, Library, you can correlate the following. Perhaps sub-committees can be formed to gather information such as:

"How many kinds of jobs are there at.....?"

"To get a job here.....you must know....."

"The starting salary for ais....."

The Key to this program is "correlation." Social Studies as you are

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using it today has many opportunitites to discuss the world of work.

I have accumulated library books, pamphlets, periodicals and lessons which I think will be most helpful resources. I hope you will invite me to demonstrate an occupational awareness guidance lesson with your class.

Thank you,

Eva Vigman
Guidance Counselor
P.S. 157X

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The Teacher's Role in Early Childhood
Educational and Vocational Awareness
in the World of Work

The role of the teacher should be to encourage in her children a natural curiosity and wholesome attitudes toward the world of work. Classroom discussions about community helpers, field trips to places of business, resource visitors to the classroom, and student made projects are some of the things many teachers have been doing on their own for years. However, in our modern society, a broader overview is necessary.

Field trips are an important part of the program and in a busy metropolis like New York there is virtually no end to the places a class can visit. It provides the first hand experience that our children in District 7X need. Classroom discussions prior to and after the trip are essential in making the trip meaningful. And there is no end to the various resource visitors the teacher can schedule to visit the classroom. Again, she should use her own ingenuity in doing so. For example, she might schedule a visit by a friend, the proprietor of a local store, a member of the school staff, or a parent.

The teacher should provide ample opportunity for inquiry or discovery on the part of each child. She should be able to build logically from "Who Am I?" lessons to in-depth examinations of numerous careers that go into producing a goods or service. Vocational aspects of the curriculum are not satisfied by listing job descriptions. Rather, the child should see the world of work as it is in a wholesome manner: society serving society by satisfying man's needs and wants. When children see the importance of each job, they can explore their own interests and aptitudes and this can be done only if the children become active participants in the learning situation.

How then does a teacher go about incorporating the world of work into her curriculum? Children learn language, arts, science, mathematics and social studies by making things and becoming actively involved. It is important to get the children interested to develop a natural curiosity and wholesome attitudes about work. The lesson plans on pages (22)-(26) provide several approaches (which can be adapted to any occupation) on how the world of work can be correlated with all aspects of the curriculum. Listed on the following pages are many techniques that can be used with Early Childhood and Early Primary children.

Techniques to be used with Early
Childhood & Early Primary Classes

1. Trips and neighborhood walks (See list in Appendix (b), pp. (15)-(16).)

(a) Some questions asked by children on a trip to a bakery.

Who works in the bakery?
What special jobs do they have?
What tools do they use?
What ingredients do they use?
Why do some bakers work at night?
Why did the bakers decide to be bakers?

(b) Correlation - On a bus trip to the Planetarium children identified buildings they saw while traveling. For example, Class 3-4 identified

A warehouse at a waterfront.
A skyscraper office building in a commercial district.
A museum.
A college.
A factory.

2. Language Arts

(a) Stories (See resource list in Appendix (c), pp. (17)-(18).)

(b) Poetry - "What Will I Be From A to Z"
SRA - Our Working World by Lawrence Senesh,
Prof. of Economic Education.

(c) Games:

- (i) List the number of people involved in making a hamburger, sandwich, dress, shoes, etc.
- (ii) Riddles - Who Am I? (child describes job and asks question).
- (iii) Pantomime - pilot, bus driver, typist, etc. (children guess what work).

(d) "Thank You" letters.

(e) Compositions.

(f) Show and tell.

(g) Oral book reports from World of Work Library.

(h) Experiential charts.

(i) Scrapbooks - Cut out picture; identify workers, write name under pictures if possible.
Individual pupils can develop scrapbook on a single career.

3. Bulletin Boards - Who Helps Us?
Career of the Week
It Pays to Advertise
Joy of Working
Current Occupational Clippings (from newspapers and magazines - "Ebony" is excellent).

4. Music

- (a) Rhythms - highway workers, park workers, builders (in time to music).
- (b) Songs) - Song text "Together We Sing" and records for
&) Kindergarten and Elementary Grades (Follett Publishing Co., 1010 West Washington Blvd., Chicago, Illinois).
- (c) Dances)

5. Role Playing

- (a) Suggested situations:

Importance of attendance and punctuality in school and on a job.

The job interview.

What workers do at home and at school.

Using the telephone.

- (b) Procedure: Pretend you are looking for a job.
One child plays the job-seeker and another child plays the interviewer. Have various groups volunteer to re-enact the same situation in different ways. The various solutions are evaluated and a summary is developed.

6. Resource People - relatives, friends, former students, community workers and members of Community Action Groups; 2 patrol women, Maglino, YAU #7, Phone: CY 2-8639.

7. Picture Files

(a) Can be developed from magazines, newspapers. Also, many commercial companies provide free materials on many occupations. The "Instructor" magazine lists many sources.

(b) Procedure for use:

Show large picture (e.g. office worker - typist) and elicit questions such as:

What does the worker produce?

What tools does she use?

What do you think she does at her job?

Do you know someone who does the same kind of work?

The same can be done with cook, dentist, dressmaker, scientist, computer worker and other occupations.

8. Interviews

(a) Questions and answers at home and in school.

(b) Tapes (see Tape Recorder as a Media for Interviewing - Appendix (d), p. (19).)

9. Arts and Crafts

(a) Drawing - of trips taken for bulletin boards and illustrated stories.

(b) Puppets - dramatic play (make up stories).

(c) Painting.

10. Discussions - What kind of work does someone in your family do?
Why do we work?
Who can name some other workers?
Who can tell us some job titles from nursery rhymes?

11. Displays - culmination of scrapbooks, compositions, tapes, library books, etc. Invite a class to see the display.

12. Assembly Programs

- (a) Invite a working parent or any community worker to address assembly. Third graders can have a panel discussion, where assembly members ask questions concerning a trip or project they made.
- (b) Dramatization of an occupation.
- (c) Films (see list Appendix (e), pp. (20)-(21).)
- (d) Former students may talk to groups about their present jobs.
- (e) Who Helps Our School Run.

JOB DESCRIPTIONS FOR PARENT WORKSHOPS

Appendix (a)

BOARD OF EDUCATION
City of New York
Office of School District 7
501 Courtlandt Ave.
Bronx, New York 10451

Bernard Friedman
District Superintendent

Clara Burgess
District Supervisor

Summer Headstart-1970
Function No. 10-07682

Job Description

Family Assistant

1. Hours: 8:30 - 4:30 or as adjusted (35 hours a week)
2. Salary: \$2.25 per hour
\$2.50 per hour (2 years college)
3. Duties:
 1. Works closely with Head Teacher, Family Worker, Parent Program Assistant and other members of the team in planning and implementing a comprehensive daily Program providing total involvement of parents in all areas
 2. Works evenings and weekends to meet objectives of program
 3. Becomes familiar with and makes appropriate use of health and welfare agencies in the community
 4. Compiles a list of local community agencies, as well as others, and resources to be available to centers and to parents
 5. Purchases and maintains records of all monies and expenditures for parent activities
 6. Shares responsibility with Head Teacher for opening and maintaining a bank account and all records related to Parent Activities
 7. Assumes responsibility for the preparation of all records of purchases and verifies their accuracy; is accountable to Head Teacher for said funds before submitting them to the District Supervisor
 8. Makes home contacts and visits for the purpose of encouraging total involvement of parents in the Head Start Program

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Appendix (a)

BOARD OF EDUCATION
City of New York
Office of School District 7
501 Courtlandt Ave.
Bronx, New York 10451

Bernard Friedman
District Superintendent

Clara Burgess
District Supervisor

Summer Headstart-1970
Function No. 10-07682

Job Descriptions

Family Worker

1. Hours: 8:30 - 4:30 (7 hours per day)
2. Salary: \$1.75 per hour (no High School)
\$2.25 per hour (High School)
3. Duties:
 1. Works closely with the Family Assistant in the Parental involvement Program
 2. Escorts children to and from school when needed
 3. Helps Family Assistants in making home visits
 4. Follow-up on attendance by speaking with parents, and sharing information with classroom teacher
 5. Accompanies parents and/or children to community agencies such as health, welfare, and housing, etc.
 6. Makes referrals concerning health, welfare, housing, etc. and follow-up through social services, psychological, and health personnel after consultation with Head Teacher, classroom teacher, and Family Assistant
 7. Assists the Educational Assistant during the lunch period in creating a wholesome atmosphere

Appendix (a)

BOARD OF EDUCATION
City of New York
Office of School District 7
501 Courtlandt Ave.
Bronx, New York 10451

Bernard Friedman
District Superintendent

Clara Burgess
District Supervisor

Summer Head Start-1970
Function No. 10-07682

Job Description

Student Aide

1. Hours: 8:30 - 2:30 P. M.
2. Salary: \$1.50 per hour
3. Duties:
 1. Performs clerical duties to aid the School Secretary when needed
 2. Assists the classroom teacher in planned activities for children
 3. Assists the Educational Assistant during lunchtime
 4. Accompanies individual children or groups to various locations within the school building at the discretion of the classroom teacher
 5. To assist the classroom teacher in the establishment of a safe environment for the children within the classroom

Student Aides will be evaluated on the basis of their performance as demonstrated by their genuine interest in the Head Start Program, effort, enthusiasm, and cooperation

sb

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Appendix (b)

**Resources in the Community of District 7X
for Field Trips for Early Childhood Classes
and for Parent Workshops**

	<u>Phone Number</u>
1. Hunts Point Multi Health Service 661 Cauldwell Avenue	
2. Prospect Hospital 730 Kelly Street	KI 2-1500
3. St. Mary's Recreation Center East 145th St. & St. Ann's Ave.	292-7254
4. Alexanders Third Avenue	
5. Royal Furniture Co., Inc. 152nd Street & 3rd Ave.	635-0910
6. <u>Banks</u>	
North Side Savings Bank 163rd St. & 3rd Ave.	548-1800
Royal National Bank 326 East 149th Street	665-5900
Banco Popular De Puerto Rico 432 Westchester Avenue	757-1700
Manufacturers Hanover Trust Co. 360 East 149th St. near 3rd Ave.	MO 5-1000
7. <u>Supermarkets</u>	
E & B Supermarkets 564 Southern Boulevard	292-8222
Daitch Shopwell 300 Walnut Avenue	665-6200
A & B Supermarket 616 Westchester Avenue	993-6666
8. Sanitation Department Environmental Protection Administration 125 East 149th Street	292-7531
9. South Bronx Model Cities 2836 Third Avenue	

Appendix (b)
(contd)

- | | | |
|-----|---|-----------|
| 10. | U. S. Post Office
149th Street - Grand Concourse | 665-2800 |
| 11. | Bronx Terminal Market
Hunts Point | 542-2944 |
| 12. | Court House
851 Grand Concourse | 293-8000 |
| 13. | Hostos Community College
260 East 161st Street | 993-8000 |
| 14. | Telephone Company #811 | |
| 15. | Gas & Electric Co.
149th St.- Courtland Ave. | |
| 16. | Excel Plastics Factory
765 Eagle Avenue | LU 5-1166 |
| 17. | Hearns Department Store
3rd Avenue & 149th Street | |
| 18. | J.O.C. (Job Opportunity Center)
New York State Employment
558 Southern Blvd. | |
| 19. | La Valenciana Bakery
424 East 149th St. | 585-6980 |
| 20. | U.S. Social Security Office
Walton Ave. & 146th Street | |
| 21. | Lincoln Hospital
320 Concord Avenue | 960-5151 |
| 22. | Krakauer Piano Company
115 East 138th Street | 292-0573 |
| 23. | District Career Resource Center
District 7X
Walter Kurtzman, Coordinator
501 Courtlandt Avenue | 292-8120 |
| 24. | Mott Haven Health Station & Center
349 East 140th Street | 669-6010 |

Resource Books
for Early Childhood & Early Primary
Vocational Awareness

Buchheimer, Naomi, Let's Go To A Library. N. Y.: G. P. Putnam & Sons.

Gelb, Donald, What Will I Be From A to Z?. Chicago: National Dairy Council.

Greene, Carla, I Want to Be a Space Pilot, I Want to Be a Dentist, I Want to Be a Pilot, I Want to Be a Dairy Farmer, I Want to Be a Baker, I Want to Be a Nurse, I Want to Be a Policeman, I Want to Be a Fisherman, I Want to Be a Mechanic, I Want to Be a Baseball Player, I Want to Be a News Reporter, I Want to Be a Truck Driver, I Want to Be a Teacher, I Want to Be a Doctor, I Want to Be a Scientist, I Want to Be a Train Engineer. Chicago: Childrens Press.

Hoffman, Elaine & Hefflinger, Jane, Family Helpers. Chicago: Childrens Press.

Hoffman-Hefflinger, About School Helpers, About Family Helpers, About Friendly Helpers. Chicago: Melmont Publishers, Inc.

Jay, Sherman Edith, A Book About Me, Workbook and Teacher's Manual (K-2), SRA, Inc., 259 E. Erie St., Chicago, Illinois.

Lenski, Lois, Policeman Small. N. Y.: Walck.

Lerner, Lillian, The Delso Sisters. Follett Vocational Reading Series.

Marino, Dorothy, Where Are the Mothers? Phila.: Lippincott.

New Rochester Occupational Reading Series - SRA, Our Working World (Grades 1-3), What Could I Be?

Palazzo, Tony, Fireman Save My Cat. N. Y.: Abeland-Shuman.

Payton, Evelyn, About Farm Helpers. Chicago: Melmont Publishers.

Rosenfield, Bernard, Let's Go to the U. S. Mint. N. Y.: G. P. Putnam & Sons.

Russell, Vera, Friendly Workers Visit Larry. Minn.: T. S. Denison & Co., Inc.

Senesh, Lawrence, Families At Work (Grade 1), Neighbors At Work (Grade 2), Cities at Work (Grade 3). Textbook, Student Activities Handbook, Teachers Resource Unit, Record Series, Stripfilm. Science Research Associates, 259 East Erie St., Chicago, Ill. 60611.

Shapp, Martha & Charles. Let's Find Out About Policemen.
N. Y.: Franklin Watts, Inc.

Sootin, Laura. Let's Go to a Police Station, Let's Go to a Newspaper,
Let's Go to a Bank.

Turner, Richard. The Jobs You Get. Turner Livingston Reading Series.

The Tape Recorder as a Media
For Interviewing

Since young children cannot write down an interview, the tape recorder is an excellent media for communicating. 1st Graders, 2nd Graders, and 3rd Graders in our schools interviewed people in school and themselves. "What do you want to be when you grow up?" was asked of 1st Graders and was received with great enthusiasm. If the child could not speak English, the questions and answers were given in Spanish. One could see great self-worth developing as the children took turns at the "mike" and then hear their own voice played back.

When interviewing the following people in school: Custodian, Public Health Nurse Assistant, Paraprofessionals, Speech Teacher, the following questions were asked:

"What do you do in this school?"

"Do you have a job title?"

"Did you have to go to school to get your job?"

"Do you have to know how to read?"

"Do you have to know math on your job?"

"Do you have to know how to spell?"

The children also interviewed teachers and asked similar questions about the teachers' husband, fathers, and brothers. Our P.T.A. president, Mrs. Latham, was interviewed. The children were interested in what her husband did. They were surprised to find that he had 3 jobs!!!

Have fun - use the tape recorder and the children will learn.

FILMS

BAVI
131 Livingston Street
New York, N. Y.

Churchill Films
Los Angeles, California
What Do Fathers Do? (Grades 2 and Up)

Churchill-Wexler Film Products
Los Angeles, California
Our Family Works Together (Grades 1 and Up)

Coronet Films
65 East Senth Water Street
Chicago, Illinois
Jimmy Visits the City (Grades 2 and Up)
Stores in Our Community (Grades 3 and Up)
The Toy Telephone Truck (Grades 2 and Up)
Who's Who in the Bronx Zoo

FILMSTRIPS

Educational Record Sales
157 Chambers Street
New York, N. Y. 10007

1. Community Services (Grades 3 and Up) - Library, Fire Dept., Parks and Playgrounds, Post Office, Health, Police Department.
2. The City Community (Grade 3) - Series on living, working and business in the City.
3. The Home Community (Grades 1 and Up) - Keeping busy.
4. The School Community (Grades 1 and Up)
5. Life on the Farm (Grades 1 and Up)

FILMSTRIPS

EyeGate House, Inc.
146-01 Archer Avenue
Jamaica, N. Y. 11435

1. Occupational Education Series for CRMD
2. Work and Play at Home (Grades 1 and Up)
3. Some Neighborhood Helpers (Grades 2 and Up)
4. Our Neighborhood Stores (Grades 2 and Up)

Hudson Photographic Industries, Inc.
Irvington-on-Hudson, N. Y. 10533

Neighborhoods We See in the City (Grades K-3)

Guidance Associates
Pleasantville, N. Y.

People We Know. Part II (Grades 2 and Up)

McGraw Hill Films
Dept D.P.
330 West 42nd Street
New York, N. Y. 10036

1. Community Helpers (Grades 1 and Up)
2. School Helpers Series (Grades 1 and Up)
3. Living Together in School (Grades 2 and Up)
4. Growing Up Series (Grades 2 and Up)

LESSON PLAN 1

Aim: To make pupils aware of many different people in the community who protect our health and safety.

Materials: Policeman (Community Helper Series) - Filmstrip.
Health Helpers (Health Stories)

Procedure:

1. Show filmstrip from Community Helper Series, to show how these workers protect the health of the community. Then elicit other people who help protect your health. List on chalkboard. Some might include:

Doctor, Dentist, Milkman, Groceryman, Sanitation Man, Building superintendent, school lunch workers, school crossing guard, fireman, druggist.

Vocabulary enrichment: community, dairyman, garbage, groceryman, lifeguard, sanitation.

2. Assign pupils to give a brief report (written or verbal) on any of the above helpers.

This can be done by: talking to parent, story books, or interviewing by tape recorder.

3. Make a picture to accompany the report.
4. Have pupils dramatize the duties of any one of the persons listed.
5. "What are some ways we can help protect other people's Health?" Elicit such ideas as:
 - a. Help parents with jobs at home to make their work easier.
 - b. Cooperate with parents and teachers.
 - c. Write someone a get-well note, to make them feel better.

LESSON PLAN 1 (contd)

Evaluation:

Administer the following match test.

- | | |
|------------------------|-------------------------------------|
| 1. Doctor | a. Give food, clothing, shelter. |
| 2. Teacher | b. Removes garbage. |
| 3. Dentist | c. Keeps building clean. |
| 4. School Custodian | d. Serves good lunch. |
| 5. Policeman | e. Teaches health habits. |
| 6. School Lunch Worker | f. Examines and repairs teeth. |
| 7. Sanitation Man | g. Give shots, such as vaccination. |
| 8. Parents | h. Directs traffic. |

LESSON PLAN 2

Aim: Language Arts - to give group exercises emphasizing interpretation. To have pupils write Guess Who?

Procedure:

Interpretation:

Select a story from a basal reader. Identify characters in the story. Help develop the pupils' skill in finding the who, where, when, what and why of a story. The following are samples of some exercises:

- a. Connecting people in a story with what they did:
 1. Who built the boat?
 2. Who went out for a trip in the boat?
 3. Who did not go?
- b. Connecting people in the story with what they said:

1. Tom said,	"I will make a cake."
Mary said,	"I will make you a toy."
Father said,	"I will help Mother."
Mother said,	"I want a kitten."
Mr. Smith said,	"I like to play."
- c. Using who, where, when, what, and why:
 1. Who helped Mother?
Who fed the dog?
 2. Where did Spot go?
 3. When did Father go to work?
When did Mother bake the cookies?
 4. What did Mother use?
What did Tom make?
 5. Why was Spot happy?

Guess Who?:

Suggest that children give descriptions of people who have jobs. Offer possibilities such as principal, policeman, ice cream man, sanitation worker. Have children consider the following in making up their story:

How does this person look?
How does he behave in the job?
What does he do?
Does he use tools?

Have teams - child on one team reads his story, to see if other team can guess.

LESSON PLAN 3

Aim: To teach attitude and appreciation that every job is important and many people work together toward a common goal.

Materials: Any of the Community Helpers Series or the Sextant Series
Come to Work With Us.

Procedures:

- a. Discuss the general area of the occupation in the book (Construction worker, for example). This lesson can be adapted to any of the other occupations.

Do construction workers only work outside?
What tools does he use?
What are some of the jobs a construction worker has to do?
- b. Allow children to discuss what they saw and what interested them.
- c. Have a construction worker from the neighborhood come in, so the children can ask questions.
- d. Make a picture dictionary of difficult words for vocabulary enrichment.

Follow-Up Activities:

1. Reading - prepare reading charts to show what the person in the picture may be doing or saying. For example, "Hand me that hammer Joe."
2. Social Studies - tour a neighborhood site where there is construction going on.
3. Math - How many workers did you see? How big? How deep? Which is heavier?, etc. can be developed.
4. Language Arts - Adapt story into a play. Have children act out job.
5. Art - have children draw pictures of different types of construction workers (houses, apartment buildings, bridges, etc.)
6. Games - "Who Am I?" - have one child read a rhyme others guess his job.
7. Music - Rhythms that one hears when construction is going on.

LESSON PLAN 4

Aim: Social Studies - Relating highways and jobs.
Create an early interest in map study (where highways begin and end), and to stimulate the children's curiosity and respect for many kinds of skills needed to plan, build, and maintain a highway system.

Materials: A large map with emphasis on a highway.
(preferably one with a colored highway symbol)

Procedures:

1. Where does this highway begin?
Where does it end?
2. Who are people that work on roads? Elicit as many occupations before adding any of the following:
engineers, mechanics, truck and equipment drivers, concrete mixers, foremen, flagmen, lighting experts, etc.
3. How do they learn the work? What must they know?
How do they get the jobs? How much do they earn?
What kind of person likes to make roads?

Additional Learnings:

1. Children gain respect for men at all job levels.
2. Learn that every job is important toward the completion of a safe, well-made highway.
3. Interest areas covered:
Road repairs
Surfacing material
Keeping highways litter-free
Painting stripes
Snow and sand removal
Roadside rests
Type of equipment used for construction

Follow-Up Activities:

1. Scrapbook correlating the above.
2. Experience chart showing different kinds of jobs.
3. Map of one highway system.

I Objectives

- a) To encourage wholesome attitudes toward all useful work
- b) To extend the occupational horizons of the child so that he may begin to think in terms of a wider range of possible future occupations. This can be done by correlation with Social Studies.
- c) Impart the knowledge that there are many opportunities for minority people today.
- d) The importance of an education in order to be able to obtain and hold positions in today's world.

II Major Concepts

- a) All work is important.
- b) Some people prefer one type of work to another.
 - 1. There are many reasons why a person may choose the type of work he does.
 - 2. There is much freedom of choice in choosing one's life work.
 - 3. People are paid in different ways for different kinds of jobs.

III Skills

- 1. To find information in books
- 2. To find information in pictures and films
- 3. To observe carefully for information
- 4. To conduct individual and group investigations
- 5. To ask questions of resource people
- 6. To keep records
- 7. To collect pictures, post-cards and clippings
- 8. To listen to music and poetry
- 9. To participate in discussions with individuals, small groups or the entire class.
- 10. To organize what they have learned in many ways such as reporting, planning programs and exhibits
- 11. To express their ideas and reactions in words, art, music and drama
- 12. Learning to work with other people

IV Appreciation and Attitudes

- 1. How children feel about their families, about other people and about themselves is important as the information they acquire. Because feelings cannot be separated from intellectual learnings and because the development of attitudes follow the acquisition of information and understanding of The World of Work, it is important to provide a learning environment in which there is a free interplay of ideas.
This unit should provide children with the opportunity to consider why future occupations is so important to them.

V Early Elementary Projects (K-2)

We feel that children through discussions, stories, games, dramatization and trips will become acquainted with The World of Work.

- A 1. Discussion of the Health Professions.
a) Doctor b) Nurse c) Laboratory technician d) Exray technician
e) Pharmacist
2. Called Multi-Service on Cauldwell Avenue and made an appointment
 3. The class was divided into two groups so we could be informal.
 4. The clinics visited - each group going to a different one but covering all clinics.
 5. They were shown the functions of:
 1. Doctor
 2. Dentist
 3. X-ray technician
 4. Laboratory technician
 5. Pharmacist
 6. The Nurse

Each professional explained his duties. The children then asked questions. The need for a good education was stressed in order to qualify for these positions.

6. The next day we had a discussion of what each child would like to be and the education necessary for these positions.
7. We then drew pictures of the various departments we had visited and explained our pictures.

Conclusion

I found that for first grade children, this trip was ideal. We could walk to Multiservice and the children knew many of the personnel there.

VI Activities

1. Large colorful pictures of The World of Work
2. Attractively illustrated books on different jobs
3. Poems and stories about The World of Work
4. Children draw pictures of their trips
5. Make a chart of different positions
6. Read Peter's Family and Poem, "When I Grow Up."
7. Show film strips: Father Works for the Family
8. Have children dramatize workers
9. Spend some time on poetry about workers in the community
10. Pantomime "The Policeman, The Dentist, The Mailman".
11. Read I Want To Be A Storekeeper
12. Have people from the community come to school and talk about their jobs
13. Learn several songs about various work: "The Druggist", "The Baker", etc.
14. Play record: "When I Grow Up." Let children act it out.
15. Through discussion develop the reason why a person chooses his employment.

(28)

16. Make maps of the community and where the department stores are located. The opportunities for work in the community.

Culmination

We could create a play giving each child a part. He could act out the roles of the different people in The World of Work.

Evaluation

1. This would be on how well they acted out their roles
2. The pictures they drew after their trips
3. Their discussions on what they wanted to be when they grew up

1. Bulletin Boards

1. Pictures that the children have made
2. Clippings from magazines about different careers
3. People at work
4. Stories of "What I Want To Be When I Grow Up."

Drawings

After discussion children draw pictures.

1. Jobs he does at home.
2. Neighborhood Workers.
On trip around the neighborhood. The children can draw the different kinds of workers they saw.
3. They may also draw pictures of the work people in the school do.

Pictures are important devices for motivation of discussions.

- a) pictures of different job
- b) pictures from magazines and commercial companies
- c) picture of places where their parents work

Resource People

1. People in school tell what they do.
1. Teacher 2. Librarian, secretary, counselor, principal, nurse, doctor, paraprofessional, and custodian.
2. What the husbands and wives of the people in school do.
a) Tape recording of their conversations.
3. Professionals and non-professionals of the same ethnic backgrounds as the children should be invited to describe the steps leading to success in various careers.
4. People from industry, schools and city should be invited to speak.
5. Parents and relatives of the school children can be invited to tell about their work.

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PROJECT II

A Multi-Faceted Approach to Vocational
Awareness with Special Emphasis in the Field of
Nuclear (Atomic) Science

Gary Hochman

Robert Motelow

Edward Schneider

(1)

Title A multi-faceted approach to vocational awareness
with special emphasis in the field of nuclear
(atomic) science

Specific Goals 1) To develop effective methods of introducing
students to material in a vocational area of
which they are not familiar

2) To develop an awareness among the students
of the future vocational opportunities in
the area of atomic energy

3) To create an ongoing school program based
upon the recommendations and conclusions
drawn from the project

4) To involve parents in the development and
fulfillment of the goals derived

Members of Group Gary Hochman, Robert Motelow, Edward Schneider

School All of the members teach at
Intermediate School 155
470 Jackson Avenue
Bronx, New York

Overview Statement

In order for District 7 to fulfill its needs to our students and parents, it is important that we make known and available all the roads which may be pursued. With this in mind we have tried to devise an innovative and imaginative approach to the field of vocational guidance. To accentuate our goals, we and our students' parents chose the field of atomic energy. We selected this area for the following reasons:

- 1) Because of the relevancy that it will have for the future.
- 2) Taking into account future needs in respect to when our students shall graduate. For example, projected high school graduation for our students will be in 1975-1976, and projected college graduation on the baccalaureate level will be in 1979-1980. The Atomic Energy Commission predicts that by the year 1985 the United States will be greatly dependent upon atomic energy and its various uses. This condition will create ample opportunities for our students to pursue a career in the area of atomic energy in both the private and public sector.

Students presently in the 7th and 8th grades who do not complete their high school education shall be seeking employment between the years 1972-1974. Due to their qualifications and the limited growth of the field of atomic energy, it does not appear that the probability of employment in this field will be high for those students.

- 3) Our belief that our students knew little about this subject led us (teachers and parents) to the selecting of this topic. Any thoughts that our students were knowledgeable in this area were negated by a pre-test which showed our students' knowledge on this subject to be highly misinformed and most often non-existent.
- 4) We attacked our project in the following ways:
 - a) development of a background through classroom and outside activities;

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- b) utilization of this background in terms of creating vocational awareness in the area of atomic energy;
- c) individualization in order to allow each student to pursue that area which he or she might find most interesting; and
- d) a re-test to evaluate that which was learned.

Prior to finalizing our plans, we consulted with Miss Schultz and Miss Grant of Consolidated Edison, who recommended various methods of attaining our goals. They proved to be most valuable assets to our project.

(4)

It is our intention in this presentation to have you join us in a step by step view of the development of that which we feel to be a very plausible and effective approach to vocational guidance.

The Authors

(5)

Selection of Classes

Three classes were selected in order to set up a control situation. They were chosen according to similarity in reading grades. Each class received various forms of interdisciplinary activities. These classes will be referred to as classes A, B, and C throughout the presentation.

Parental Involvement

Letters of invitation were sent to the parents of students in these three classes as well as any other interested parents who were involved in the usual activities of I. S. 155. (See letter - Appendix (a) pp.(15)-(16).)

We met with the parents who responded and discussed what they wanted their children to do upon graduation. All expressed a desire for their children to continue through high school and college. Upon graduation from college they expressed the desire that their children get a job which would offer them the following:

- a) Respectability in the community
- b) Security
- c) Salary
- d) Status
- e) Ability to help their fellow man

Upon discussion within the group, the parents showed a marked movement towards the professions, primarily in the areas of medicine and law. It was suggested that the field of nuclear science be studied; for not only did it fulfill some of the qualities as listed above, but it was an area in which the students were not extremely familiar and therefore might open up "new doors" of vocational awareness.

Following some discussion between ourselves and the parents, it was decided that the area to be pursued would be that of nuclear science.

We encouraged the parents to continue with the project as it progressed. In particular their aid was elicited in planning and assisting the trips, evaluating materials to be used and as a committee to suggest and implement that which they felt might enhance the project.

Informal meetings were planned for the future in order that we might discuss and work on the project.

(7)

Pre-Testing

A test was developed to see how much knowledge the students had about the field of atomic energy as well as the vocational opportunities which existed in this area. (See test in Appendix (b) p.(17).) Approximately 77% knew nothing of the field of atomic energy and 83% knew nothing of the various vocational opportunities which now exist and will exist in the future.

Development of a Course of Study for the Three Groups

The purpose of creating three groups was to see how important certain outside activities are in determining the degree of vocational awareness which would emanate from a specific set of learning experiences.

All groups received a survey course in the area of nuclear science in their science class.

All groups viewed a film entitled "Go Fission" which was produced by Consolidated Edison.

All students did individual research in an area of nuclear science in which they wished to become more knowledgeable.

All students will be re-tested upon total completion of the project.

Groups A and B, in addition to the above, were addressed by outside speakers who were expert in nuclear science and vocational development. In addition to this, group A will participate in a trip which is relative to the field of nuclear science. (See chart Appendix (c) p.(18).)

Interdepartmental Activities

A - Science department -- With the cooperation of Mr. Philip Berman (Assistant Principal) a program of study was developed with the purpose of building a base of knowledge upon which the students might build and relate to their vocational aspirations.

The course of study was a combination of the 6th and 7th grade science curriculum, which dealt with the following:

- a) Molecules and Atoms
- b) Elements
- c) Atomic structure
- d) Uses of atomic energy

These were stressed through active participation in the science classroom, through science activities to motivate and to assist pupils in understanding important concepts. For example, experiments in molecular structure using plastic models were utilized.

B - Social Studies department -- This department through its urban living program in the latter part of the project, afforded the students the opportunity to work with the teacher on a one to one relationship. Sources were supplied, for example, publications and addresses, which enabled the student to follow his own plan of research after consultation with the teacher. (See Appendix (d) pp. (19)-(20)-(21) for list of sources and addresses of auxiliary sources). Each student's individualized research took the form of a written report or project.

C - Guidance department -- Through the use of group guidance activities administered by the grade advisors, groups A and B were addressed by speakers. One was a representative of the Empire State Atomic Development Administration. He provided increased understanding of the scientific and technical information relating to atomic

energy and stimulated interest in the pursuit of scientific careers. (See Appendix (e) p. (22) for E.S.A.D.A. contacts).

The students viewed an entertaining science demonstration using animated displays, a radiation counter and a Van de Graaf generator. They participated in learning how the atom is at work producing electricity from nuclear reactors and helping to diagnose and treat disease.

The students appeared to be highly motivated and interested in the above activities.

The other speaker came from Consolidated Edison after a film entitled "Go Fission" was shown. This film showed the students many different vocational opportunities in the field of nuclear science. The speaker presented pamphlets dealing with employment in nuclear science. These pamphlets were entitled, "Questions and Answers about Careers in Atomic Energy." A forum-type discussion was then held with the speaker to discuss various careers in nuclear science. (See Appendix (f) p. (22) for Consolidated Edison contact).

Group C viewed the film but was not afforded the benefit of a speaker.

Trips

Yet to be completely implemented is the trip program which Group A will avail itself of. This is due to the fact that funds for transportation are readily available in District 7 during the school year. Various means are being used to procure bus transportation. We are not, however, at this time able to elaborate on these means.

Each primary trip was visited in advance in order to survey the facilities and to develop a mode of pre-trip awareness for both students and teachers.

Pre-trip activities were already developed in prior learning experiences as demonstrated previously throughout the project.

The primary trips will be to:

- a) The Hall of Science of the City of New York
111th Street and 48th Avenue, Corona, New York
Telephone - 699-9400

Special attention will be paid to the exhibit entitled "Atomsville, U.S.A." At present the Hall of Science is closed for construction purposes.

- b) Consolidated Edison
Indian Point Atomic Power Plant
Buchanan, N. Y. 10511
Telephone - 460-6000

Special emphasis at Indian Point will be on viewing the people at work, and relating what they are doing to what the students have learned in their other learning experiences.

These trips shall be followed by culminating activities in the group guidance classroom. These discussions will relate how each student specifically viewed the vocational opportunities on the trips with regard to their individualized reports. (See Appendix (g) p. (23) for list of secondary trips which may at some time, be incorporated into future projects).

(12)

Re-test

Upon completion of all activities, the students will be re-tested. This test shall attempt to determine how various intensities of educational experiences affect the students in their accruing of vocational knowledge. (See Appendix (b) p. (17) for copy of re-test)

Contributions

We have found it most difficult to comply with listing the separate contributions of each member of the group. Although we will list the contributors and their contributions, by no means can this project be called a group of individualized activities collated into a group experience. Each member contributed and developed all of the areas encompassed in this project.

As mandated, we will list below respective contributions made by each member of the Committee:

- | | |
|---------------------|---|
| 1) Gary Hochman | a) Coordinator of interdisciplinary activities
b) Utilization and implementation of audio-visual techniques and materials
c) Establishment and development of classroom activities
d) Creating and maintaining periods for individual consultation with students
e) Development of meaningful relationships among all activities. |
| 2) Robert Motelow | a) Director of parental involvement
b) Teacher in charge of test administration
c) Implementation of lesson development
d) Statistical coordinator
e) Pupil involvement and awareness with pre-arranged activities |
| 3) Edward Schneider | a) Developed goals and objectives from which modes of implementation evolved
b) Coordinator of external activities
c) Consultancy liaison
d) Teacher in charge of developing and coordinating a meaningful trip program
e) Developed a program which introduced the students to speakers outside of the school organization |

Appendix (a)

I. S. 155
470 Jackson Avenue
Bronx, N. Y. 10455
Norman Black, Principal

January 5, 1971

Dear Parent:

Your child's class has been chosen to participate in a pilot program to help he or she decide what type of work he or she might like to do upon graduating from school.

We would like you to join with us on Thursday, January 21, at 12:00 o'clock in room 144, for coffee, cake and conversation.

We look forward to seeing you.

Sincerely,

Robert Motelow
Orientation Coordinator

(15)

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Appendix (a)
(contd)

I. S. 155
470 Jackson Avenue
Bronx, N. Y. 10455
Norman Black, Principal

el quince de enero 1971

Estimado padre,

La clase of su hijo (a) ha escojido para un programa especial para ayudar a el (ella) decidir el tip de trabaque el (ella) quiere hacer cuando se gradue.

Nos gusta que ustedes reunian con nosotros el jueves, el veinte y uno de enero a las doce de la manana, en el ouario 114, para cafe, dizcocho y conversacion.

Queremos verlos.

Sinceramente,

Robert Motelow
Coordinador de Orientacion

(16)

I. S. 155
470 Jackson Avenue
Bronx, New York 10455
Norman Black, Principal

Mr. Hochman
Mr. Motelow
Mr. Schneider

Answer these questions honestly. Do not write name on the paper.

What is ATOMIC ENERGY?

What types of jobs can you find in the field of ATOMIC ENERGY?

Order and Activities of Groups

<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
Pre-test	Pre-test	Pre-test
Classroom Activities	Classroom Activities	Classroom Activities
Film	Film	Film
Speakers	Speakers	
Trip		
Individualized Reports	Individualized Reports	Individualized Reports
Re-test	Re-test	Re-test

Books on Atomic Energy for Students

- 1 - Accelerators: Machines of Nuclear Physics
Robert R. Wilson and Raphael Littauer, 1960
Doubleday
- 2 - The Atom at Work: How Nuclear Power Can
Benefit Man, C. B. Colby, 1968
Coward-McCann
- 3 - Atomic Energy: Irene D. Jaworski and
Alexander Joseph, 1961, Harcourt
- 4 - Atomic Submarines: William R. Anderson,
James Baar, 1968, Children's Press
- 5 - Atoms Today and Tomorrow: Margaret O. Hyde,
1966, McGraw-Hill
- 6 - Building Blocks of the Universe:
Isaac Asimov, 1961, Abelard-Schuman
- 7 - Enrico Fermi: Atomic Pioneer:
Doris Faber, 1966, Prentice-Hall
- 8 - Experiments in Nuclear Science:
Grafton D. Chase, 1964
- 9 - Giant of the Atom: Ernest Rutherford:
Robin McKown, 1962, Messner
- 10 - Let's Go to an Atomic Energy Town:
Kirk Polking, 1968, Putnam
- 11 - Men Who Mastered the Atom:
Robert Silverberg, 1965, Putnam
- 12 - Our Friend the Atom:
Heinz Haber, 1957, Golden Press
- 13 - The Peaceful Atom: Bernice Kohn,
1963, Prentice-Hall
- 14 - Roads to Discovery: Ralph E. Lapp
1960, Harper
- 15 - The Useful Atom: William R. Anderson
and Vernon Pizer, 1966, World
- 16 - Young People's Book of Atomic Energy:
Robert Potter, 1967, Dodd

Key List of Addresses

- 1 - Personnel Offices
Lawrence Radiation Laboratory
Berkeley, California 94720
- 2 - Associate Director for Education
National Science Foundation
1800 G. Street N. W.
Washington, D. C. 20550
- 3 - Director
Division of Nuclear Education and Training
U. S. Atomic Energy Commission
Washington, D. C. 20545
- 4 - Director
Division of Public Education
U. S. Atomic Energy Commission
Washington, D. C. 20545
- 5 - Health & Safety Laboratory
New York Operations Office
376 Hudson Street
New York, New York 10014
- 6 - Atomic Energy Project
University of Rochester
School of Medicine and Dentistry
Rochester, New York 14620
- 7 - Director
Puerto Rico Nuclear Center
University of Puerto Rico
San Juan, Puerto Rico 00935
- 8 - Chairman
Information and Exhibits Division
Oak Ridge Associated Universities
P. O. Box 117
Oak Ridge, Tennessee 37830
- 9 - Education Officer
Nuclear Technology Division
U S A E C
Idaho Operations Office
P. O. Box 2108
Idaho Falls, Idaho 83401

Pamphlets - Selected Reading List

- 1 - Careers and Opportunities in Chemistry by Philip Pollack, 1960, EP. Dutton and Co., Inc., New York
- 2 - Careers for Chemical Engineers by Juvenal L. Angel, 1960, World Academy Press, New York
- 3 - Careers for the Physicist, 1957, Careers, Inc. New York
- 4 - Careers for Women in the Physical Sciences, 1959, U. S. Government Printing Office, Washington, D. C.
- 5 - Careers in Atomic Energy, by Walter J. Greenleaf, 1957, U. S. Government Printing Office, Washington, D. C.
- 6 - Careers in Atomic Energy by Joyce J. McIbhenry, 1964, U. S. Government Printing Office, Washington, D. C.
- 7 - Careers in the Atomic Energy Industry, by Harold L. Walker, 1958, Bellman Publishing Company, Cambridge, Mass.
- 8 - Careers in the Nuclear Field, by Juvenal L. Angel, 1958, World Trade Academy Press, Inc., New York
- 9 - Health Physicist, 1959, Careers, Largo, Florida
- 10 - Nuclear Scientists, 1960, Science Research Associates, Chicago
- 11 - Should You Be An Atomic Scientist? by Lawrence R. Hofstad, 1957, New York Life Insurance Co., New York
- 12 - Your Future in Nuclear Energy Fields, by William E. Thompson, Jr., 1961, Richard Rosen Press, New York

Appendix (e)

Mr. G. Laird
E. S. A. D. A.
1125 Broadway
Albany, New York 12204

Appendix (f)

Consolidated Edison Company of N. Y., Inc.
4 Irving Place
New York, New York 10003
Telephone 460-4600

Appendix (g)

- 1 - Atomic Energy Commission
 376 Hudson Street
 New York, New York 10014

- 2 - Brookhaven National Laboratory
 Upton, Long Island, New York 11973

- 3 - Long Island Lighting Company
 Employment Department
 175 East Old Country Road
 Hicksville, New York
 Telephone - 516 - 931-6300

i.

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION

OCCUPATIONAL AWARENESS
IN THE
URBAN MIDDLE SCHOOL

A Vocational Guidance Institute
September, 1969, to May, 1970

Sponsored by the
Vocational Guidance Committee
New York City

In Cooperation with the
School District 7, Bronx, N.Y.

Institute Staff

Valda Robinson, Director
Fordham University, School of
Education

Walter Kurtzman, Assistant Director
Counselor
School District 7X, Bronx

George Wood, Assistant Director
Administrator Minority Relations
Martin Marietta Corporation

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Chapter I

Introduction

In today's complex urban society, the concept of occupational guidance at the high school level is a concept that is ineffective if it appears for the first time at that level. To have significant impact occupational guidance must begin at least in the middle school years. Programs any later are programs that are too late for meaningful impact in terms of motivation, educational choice, attitude development and compensatory education.

The role of the counselor and teacher must become a positive role, concentrating on planning and action, rather than on causes of behavior. Both counselor and teacher must have an awareness of occupational opportunities, in order to inform parents and pupils of the opportunities that are available in the economic arena. In addition they must be able to utilize the resources being offered by business and industry.

Occupational guidance must be a service that occurs developmentally, beginning at an early age and continuing until the children are ready for the world of work. It is a service that should not be limited to the guidance office, but should be an integrated part of the total school curriculum. Counselors and teachers must become partners in working toward the goal of preparing urban youth for the most effective life and living after leaving the setting of the school.

The school, business, and the university have long been cognizant of the above. The teacher is eager to educate the children as broadly as possible, but lacks opportunity for learning either facts concerning the world of work or techniques for translating these facts into the classroom setting. The counselor also is lacking in factual information and in the opportunity for providing specific help for interested teachers. The school administrators often feel that this is material that should have been covered

in training programs in the university.

In business, personnel officers are eager to share knowledge, but do not always have easy access to the school personnel and do not have the knowledge of curriculum or teaching techniques that would be useful to the teachers and counselors.

In the university, the educators do teach factual information, but this is often last year's information, not the here-and-now. Techniques are evolved and curricular materials are discussed. However, the students in the university classroom come from diverse school settings, and when they return to their schools, often find little opportunity for implementing the ideas learned. Without encouragement and followup, the counselors and the teachers do not effect the ideas they have evolved in the university setting.

Only by a concerted effort can the concept of occupational guidance in the urban middle school become a reality. The Vocational Guidance Institute in New York City, 1969-70, has made this effort. The Plans for Progress Committee Members in New York City, particularly Mr. George Wood of Martin Marietta and Mr. Ted Allen of National Association of Manufacturers, were eager to have such an Institute in New York City. At the same time, School District 7 in the Bronx was a district in which its inner city student population was very much in need of positive assistance. The leadership of Mrs. Clara Blackman, Assistant Director of The Bureau of Educational and Vocational Guidance, Dr. Nathan Young, District Supervisor of Guidance, and Mr. Walter Kurtzman, District Counselor, initiated the liaison between the businessmen, the school district, and Fordham University School of Education. Fordham's commitment to the solution of urban problems was a reality, and a partnership of the three groups of business, school and university was formulated. The national committee

of Plans for Progress, Washington, D. C. financed half the cost of the Institute, while the other half was provided by the New York City Vocational Guidance Institute Committee, composed of the following members:

T. C. Allen Vice president-Industrial Relations National Association of Manufacturers	Jeff Harris Assistant to Vice President-Personnel Dun & Bradstreet Inc.
Warren Billings General Personnel Supervisor New York Telephone Company	Virginia Keegan Manager, Equal Employment Activities New York Life Insurance Company
Tracy Brooks Manager of Personnel Placement General Dynamics Corporation	William R. Lewis Dept. Chief, Equal Employment Opportunity Western Electric Company, Inc.
Richard Courtright Mobil Oil Corporation	Donald K. Lister Vice President - Personnel Chemical Bank

George P. Wood
Administrator, Minority Relations
Martin Marietta Corporation

There was focus on working with teachers and counselors of younger children, of teachers and counselors in a coordinate team effort, of teachers and counselors throughout the school year, and of encouraging implementation in the classrooms.

The goal was to try to stop the plaintive cries
of parents:

"No one in the school actually tries to help my child move up in the world, the only 'counseling' he gets is when he has misbehaved."
of business men:

"Teachers and counselors know nothing of what is going on in the world of work, and do nothing to prepare youth for it."
of teachers:

"I have no way of knowing what or how to incorporate knowledge of occupations in my classes, or why I should."

of counselors:

"I can't keep up with what's happening. When can I go into business and how can I get teachers to help me?"

of university educators:

"Counselors and teachers never actually follow through with what is taught as an important function, occupational guidance."

and, most important,

of inner city youth:

"Counselors and teachers don't really help. If they do tell me anything about work it is too little ... and usually too late."

Chapter II

Institute: Objectives and Organization

The objectives of the course determined the overall organization of the Institute. The long-range objectives were to work with teachers and counselors throughout the year to improve or develop:

1. Knowledge concerning the world of work in the metropolitan area.
2. Knowledge concerning the needs of urban middle school children for "occupational awareness."
3. Factual information concerning resources provided by business and industry, in terms of speakers, field trips, materials.
4. Attitudes of sensitivity towards specific needs of minority groups within the urban setting, and the methods possible by business-industry in implementing the total educational process within the school.
5. Specific techniques and materials for promoting occupational awareness in both the counseling and the classroom settings.
6. Skill in evaluating the effectiveness of the procedures developed for promoting occupational awareness.
7. Skill in communicating with university personnel and business-industry personnel in order to identify the specific tasks needed by the three groups to promote optimum career development of the urban middle school child.

The participants were 15 teachers and 15 counselors from the Bronx, District 7. They were selected in September, 1969, by principals and supervisors on the basis of interest and professional responsibilities within the school. Fifteen teachers were selected from four middle schools. From these four schools ten counselors were selected. The additional counselor participants were drawn from five elementary schools. This afforded an opportunity for communication between teachers and counselors in the middle schools, and between counselors in the middle and the elementary schools. As counselors assumed more responsibility, made more trips, and attended more seminars, they earned 6 graduate credits, while the teachers earned 3 graduate credits. Small stipends were also paid the participants to cover travel costs incurred

during the semester. The tuition costs were covered by the Institute budget and the graduate credits were applicable for salary increments or as an elective in the field of guidance and counseling.

In order to accomplish the objectives, seminars were held in the University and in the School District, field trips were made to business-industry during the school day, and occupational guidance projects were ongoing within the schools.

At the University, ten seminars were held in two concentrated periods. Both teachers and counselors met three hours each day, October 6-10, and February 2-6. Topics included:

1. Needs of urban children as perceived by parents.
2. Needs of urban children as perceived by older youth.
3. Needs of urban children as perceived by business-industry.
4. Techniques for presenting information to the middle school child, theory and practice.
5. Techniques for motivating the middle school child, theory and practice.
6. Resources for information, particularly information already available by business and industry.
7. Techniques for integrating resource information into particular curricular areas.
8. Identification of projects for implementation of the above into the specific school setting.

Following the University seminars, the counselors met monthly (November 7, December 5, January 9, March 13, April 10) in the School District office. These seminars focused on the role of the counselor in coordinating the efforts of teachers and business-industry personnel in implementing the projects of occupational guidance.

Throughout the year, fieldtrips were made to business and industry. The hosts usually met beforehand with the school personnel to discuss what

could and should be seen, as school personnel did not want "public relations" tours. The teachers and the counselors usually went in different groups as the teachers were able to be away from school only half-days. Also, business preferred having smaller groups, rather than the total group of thirty participants.

Administrators and supervisors were invited to attend all seminars in order to determine specific needs for promoting implementation in the schools. The principals in all the schools were extremely cooperative, making possible the release of both counselors and teachers during the school day, in order that they make the field trip visits. The real work was the active work by the participants in their own setting, evolving techniques and materials, evaluating them, sharing them with others, and making final revisions. The teachers became guidance-oriented, while the counselors developed their own leadership responsibility in assisting teachers in the process of information-exploration with the middle school child.

The Institute Staff, in organizing the seminars and field trips, were hopeful that the total experience would be one of:

1. Utilization of business-industry in a structured fashion.
2. Cooperation among university, school, business.
3. Focus on career development needs of middle school children.
4. Immediate translation of theory into practice.
5. Ongoing evaluation and revision of materials and techniques.
6. Opportunity for attitudinal exploration.
7. Establishment of coordinated team relationships for guidance.

Chapter III

Summaries of Seminars at the University

A. What Did We Miss in Our Public School Experience?

The Institute at the beginning focused on the perceptions of young people who had not, for some reason, had the motivation to continue in the school setting after leaving the middle school. Therefore, the first Seminar speakers consisted of two young men, minority group members, who had dropped out of school in School District 7 and were now attending a Bronx Street Academy. They were interviewed by two of the Street Academy teachers, and were then questioned by the Institute participants. Following is an edited summary of comments:

Street Academy Teacher:

"You've dropped out of school; you didn't make it. You're now trying to make it in a Street Academy. What did you find in your junior high school experience in terms of your counseling experiences that you're finding more helpful in the Street Academy?"

1st Student:

"When I went to junior high school, I knew that guidance meant to lead, but then I didn't really know what guidance counseling meant. I thought it was just a name given to certain people in the school. I went to a high school for a year and a half and I didn't know my guidance counselor's name. Now, if you don't know who your guidance counselor is, and your guidance counselor don't know you, something gotta be wrong with the guidance counselor in the school. If any of you were my guidance counselors, you got paid for doing nothing."

Teacher:

"What would you want from a guidance counselor, say, if a teacher was getting under your skin?"

1st Student:

"In senior high, my first term I did good, but in my second term I

failed. During the beginning of my third term, my English teacher gave us an assignment. She wanted us to hand it in a month later. She gave us five questions, and we were supposed to pick out two. What I did was I answered all five questions and put it in composition form. It wound up that when I got my paper back it had X's all over it and she wanted me to do the whole thing over. I could have taken it down to the guidance counselor and told him, 'Well, shouldn't I get extra credit for this?' But I didn't know the guidance counselor so I wouldn't very well take it down."

Teacher:

"What would you want from the guidance counselor?"

1st Student:

"First, I'd like to at least know who the guidance counselor was. Then after you meet him, you have to know how to communicate with him; communicate so that you feel free to say what you have to say. They should speak back to you without having to put up a front. You shouldn't have to lie to them and you should feel free to say to them what you have to say. In the public schools, I had to put up a front. In the Street Academy I have - what's the word to use - a feeling of security. The security I feel there I never felt in all my life in all the times I went to other schools."

Teacher:

"What it boils down to is they want to be talked to like young adults, not as little children. They don't want to go down to a counselor and be told, 'If you had done this, you wouldn't have ...' They don't want to talk to their mother and father; they want someone who can relate to them. They want more concern shown on the part of the counselor."

Institute Participant:

"Did you know everyone at your high school?"

1st Student:

"I knew all the main people. I knew the people who were gonna get me somewhere. I knew the teachers that if I needed help with something, they would help me."

Teacher:

"There's something I'd like to inject here; it's this thing about being treated as an adult. Now how many times has the word kid been used today? Now this may seem minor but it speaks attitudes. Does it bother you? Boys?"

1st Student:

"Yes. I'd rather be referred to as a young man, not boy or kid or children. Like I've said, I can earn respect in the street, and it's harder to earn respect in the streets than in the school. So I just get tired of being called a kid."

Teacher:

"I can't think of them as being children any more. I have to treat them as young adults. An interesting thing happened a couple of weeks ago. There was an occasion when a couple of parents came to the Academy, due to some problems at the Academy. They were a little anti-teacher, but before they left one said, 'I do want to compliment the Academy in one thing. Our two children have been acting more as adults. In six months we can see a definite change from the time they went in. They're more able to act on their own, to confront everyday situations better. There must be something about the atmosphere which is good.'"

2nd Student:

"This teacher there, Don, has 13-14-15 students in math class and he teaches everyone to multiply within a week. The first week I went to that school I learned to multiply just like that. And in regular school I was asking for a little more help and they didn't give me that. But in the Street Academy the first time I went there, in a week I had my multiplication down pat."

Participant:

"Did any teacher anywhere ever show respect for you as a person?"

2nd Student:

"Well there's one teacher here in this room, Mr. _____, That I had in junior high school, and he was the best teacher that I had ever. Mr. _____ was one who understood and tried to help. He was teaching English and I had 80's and 90's, in other classes, 65, 66. He's one main teacher I'll always remember."

1st Student:

"I remember in the ninth grade I had a little trouble. They started scaring me to try to get me to do better, and they said they'd hold me back. Why didn't they tell me, 'I know you can do better. Why don't you study a little harder?' I was really scared. I remember the day I was supposed to get my graduation invitation to my mother. I was so scared I was sick. I couldn't even eat; that's no way to do nobody."

Teacher:

"Could you role-play how you think some students and counselors act with each other? You be a counselor, and I'll be a student."

1st Student:

"Oh. Well, come in. What do you want? Sit down."

Teacher:

"I want a transfer."

1st Student:

"Get to the point."

Teacher:

"That's the point."

1st Student:

"You want to get out of this school. Here, sign this and come back tomorrow. Hurry up. I'll give you an appointment for next year or some-time ... Now, that's the way it went." (Laughter from participants)

Teacher:

"As you know, we have a closer relationship in the Academy, closer than you could have in the public schools. But in a classroom situation, you may approximate it sometimes. There are difficult times and at times I've had almost violent disagreements with these two young gentlemen. But that's part of being adults. And if I really did something wrong that turned them off, it's more my responsibility to correct it."

2nd Student:

"What was there that made the teacher, Mr. _____, stand out? He knew how to communicate. He would take each and every student once in awhile and sit down and say, 'What are you doing? What's your problem? How come you don't understand what I'm writing on the board? If you don't understand, let me see your paper, I'll correct it for you.' He didn't go sounding off when a student made one mistake. He didn't say, 'Aw, you don't know nothing,' and turn around and keep writing on the board. Other teachers would come up and say, 'How come you didn't understand it?' But Mr. _____ was always there when I needed him."

Director:

"I think the feelings and perceptions we've heard here are very real. These are our customers in school; and many of our customers leave school and go elsewhere, because of something they did not get in our schools. We must be aware of how to establish real communication before we will be able to promote this concept of occupational awareness."

Evaluative Followup:

The following question was answered anonymously by the participants: "What specific learning occurred from this session?" Below are selected comments that summarize ideas gained.

1. "All children need attention; all want to feel important; personal concern is needed and necessary."
2. "How much we all must stop in our tracks, question our roles in our various schools, adjust and re-adjust (with as much honesty and open-mindedness as our consciences will allow) to the needs of our pupils. We have to ignore any evils of the 'system' and do what we feel is right for our students in our own classroom."
3. "I never realized how easy it is to put a 'kid' down and how destructive an act that can be."
4. "The need to see students each as individual as finger prints. The need to listen."
5. "I became more aware of the fact these youngsters do not want to be treated like children, and the system of double standards must be changed. We must listen to what the young people are saying."
6. "To at least introduce myself to the 2000 or more pupils in our elementary school (present population, 3100), who don't know me and inform them of my role and service."
7. "Young people crave the humanitarian attitudes of some teachers and despise the insensitivities of others."

B. What Do Parents Want For Their Children?

The expectations and perceptions of parents, as well as those of youth, are important to the teachers and counselors who serve these youth. The speakers at the second seminar were two parents from the Bronx, a black and a Puerto Rican. They discussed their hopes for the future of their children. Following is an edited summary of their comments:

Director:

"Could you share with us your ideas about the hopes you parents have for the children?"

1st Parent:

"A long time ago, children of certain ethnic backgrounds were not given the things they were supposed to be given. Therefore we have reservations about guidance and the guidance department. More of our children should be in the colleges in New York City, and they are not. We hope the day will come that our children will be given good counselors, a good education, and will be caught up in the mainstream of things."

2nd Parent:

"I had a daughter who, when she was in intermediate school, had a counselor who was not functioning well. Many of the parents have high expectations for their children, in spite of their ethnic background and financial status. If the child has potential, he should be sent to a department to learn what grades and what subjects he needs to enter college."

1st Parent:

"Often a wall of blindness to the children is put up by the teachers. All we ask is that you take that wall down, look at the children and say, 'I'm going to give them the best humanly possible within me.' We know that a lot of teachers and counselors in the so-called ghetto schools are not good. And we as parents are stuck with this."

Participant:

"I think there is reality to this. I think it's an attitudinal thing on the part of many educators in the city. I visited a guidance counselor once in reference to a black child to whom I was very close, a boy who was very bright but failing. The answer from the counselor was that he doesn't have a father at home and he'll never achieve in school."

2nd Parent:

"And we as parents resent a counselor coming into our homes. In a middle-class area, the mothers are playing cards or going with someone else's husband. But in a ghetto area, if the lady doesn't live with her own husband, she's no good. And her kids are potentially bad children. They are stigmatized and it's written on the cards that Mrs. _____ doesn't have a husband, etc. In a ghetto, if a girl is having a baby, she has a baby. I'm a nurse, in a hospital. But at midnight a middle-class girl comes in to have an appendectomy, but it's not an appendectomy at all. If some of our boys or girls pick up venereal disease, they go to a public hospital and it's then on their record. Where do the middle-class go? To a private doctor, and it's hidden. So the statistics don't show the truth. Even when it comes to narcotics, we're the bad guys. If a poor person has money to buy narcotics, you can imagine what a middle-class person can buy. All we're asking is that we not be stigmatized."

1st Parent:

"I think if we have feelings we should bring them out in the open. We as blacks must realize some of our brethren are guilty of what is said. And I think anyone who works in a school should be able to pinpoint the people who have negative attitudes toward kids. If we can admit this as a possibility I think we can do something. If we're saying, 'It's not us, nobody we know,' then we might as well all go home now."

2nd Parent:

"Many times the parents come to school to get specific information, and they are frustrated. The guidance department should be well informed, so the parent will not feel he is going home with no information at all."

1st Parent:

"I don't want to generalize and say all counselors are good or bad, because I know it's not so. I'm not making a personal affront to you and your profession, I am just saying that it exists and we must change attitudes, first of all. Look into our hearts and say, 'Are we doing the right thing?'"

Participant:

"But sometimes we have a great struggle convincing a parent of a child's future. Sometimes I actually had to convince a parent, 'Please let him go to college.' They were trying to make me send him to a vocational school because all they could see was a job, a job to help the family."

1st Parent:

"I think we have to start in our community from kindergarten to tell a child, 'You're gonna make it.' He may not make it academically, but he's gonna make it with whatever gift God gave him. And we have to educate all the parents in the community that their children are going to make it."

2nd Parent:

"I don't think college has to be an end for all. But there are still unions that keep our children out of certain trades. But someone has to be trained to go out and fix the streets. So, we have to bring out the best in all our children. Teach them."

Participant:

"Maybe a parent workshop could help, where you have parents coming to school learning what is expected of the children in school, basic things like

homework, additional work after school, what subject areas for concentration, what possible careers are. This could all start in elementary school. I think a teacher workshop would also bring this out."

Director:

"So, our specific assignment in this program is to take these problems that have been identified and do something. It will be tough, and it will be long-term. What are some of the ways we can expand, move out, and do things? This is what we're asking you participants to do. This is the purpose of the institute."

C. What Do Business and Industry Expect of Youth?

The world of business and industry has its own needs, needs which produce another set of expectations for the schools. At the third seminar, a personnel director of a large business presented needs of business today, with accompanying expectations of its entry labor force. Following is an edited summary of comments:

Speaker:

"The labor force in New York City is changing. The turnover of employees at my business is 50%, and other companies are experiencing the same kind of turnover. The military is pulling out the male; girls are marrying young and having children young. Today the high school grads are moving from job to job, moving up the ladder, looking for single men in the office, looking for glamour jobs, looking for more interesting jobs. They can do this today because of the surplus of jobs.

"And today in New York City, we no longer get the high school graduate from the suburban area. There are good jobs in their locales and they don't have to come into New York City for jobs. They are wise enough to consider the expense of transportation and nonresident income tax. Thus, employers must rely more and more on the products of the New York City schools.

"Companies also have to turn to other sources of labor: the housewife, part-time bus drivers or railroad men, retired policemen and firemen. We also have a cooperative program with a high school student alternating with another high school student in filling a job.

"Our objectives in our Company are: to keep the Company adequately staffed with qualified people; to attract career minded people who have the will and ability to contribute to the achievement of work goals and who have the potential ultimately to perform higher level work; and, third, to offer reasonable job security to employees who meet performance standards.

"I went into various divisions and asked managers, 'What kind of product should the New York City school system be turning out?' They translated this into, 'What do I expect from a new employee?' I realize that in business we have two things the schools do not have. One is our free association: "Anytime you decide you don't want to work with us, tell us. Anytime we decide we don't want you to work with us, we'll tell you." When I talked to managers, they did point out defects in the product. Some graduates who file don't know the alphabet. Many cannot spell. Many cannot read a person's handwriting. They don't understand how to separate feelings from an objective situation. We want the 3 R's! They don't understand the interdependence in relation to the flow of work. Team spirit, competitive spirit, a sense of priority are often missing. Often they do not complete tasks. For example, a girl must file 50 cards, she files 48 and goes home for the day. Do they leave homework unfinished in school? They often do not understand the urgency of a crisis, and the way in which everyone has to really pull together.

"The permissiveness and liberties concerning young people really grates on managers, and we have to work with them to overcome this. We have a training program for managers, discussing the new work force, why kids are the way they are, and the necessity for giving encouragement and helping them overcome deficiencies. Everyone I've talked with is very interested in what this Vocational Guidance Institute is doing. Large companies are depending greatly on the product of the New York City public schools, and they're as interested as you that the education be good."

Evaluative Followup:

The following question was answered anonymously by the participants:
"What specific learning occurred from this session?" Below are selected comments that summarize ideas gained.

1. "Specific facts about the job market and needs of the business world at this time. Similarity of problems in business and school. Desire of industry to help 'hard core' unemployed."
2. "Reinforcement of need to stress 3 R's."
3. "Need to teach practical Business Math."
4. "The 3 R's are still absolutely necessary. The computer has not yet taken over."
5. "Work habits and attitudes should receive more attention in school."
6. "There must be a change of attitude on the part of everybody as to what takes priority in the educational process."
7. "Many areas of learning need more emphasis at the elementary school level."

D. What Do Business and Industry Offer Youth?

Youth must not only be aware of expectations of business and industry, but they must also have some idea of the future job market. A personnel director of a second large company enumerated trends for the future in the metropolitan area. Following is an edited summary of comments:

Speaker:

"You should know what the future job market holds for young people. I'm going to show you overlays for an overhead projector, made as a result of a survey that was taken by people in our company. You can get some idea of what is happening currently and what is going to happen in the future.

"First there is a shift in manufacturing and in any nonindustrial involvement. There is an increase in non-farming, and a decrease in farming. The manufacturing industry is progressing at a much slower rate than construction. And there is a shifting emphasis toward the service industries.

"As we move to the next slide, you can see what this means in terms of the different jobs available in industry. There is an increase in the number of professionals, technical workers, proprietors, managers, clerical and sales workers, skilled and semi-skilled, and service workers. And there is a decrease in the number of farmers and farm workers.

"What I think is important in talking to young people is emphasizing goals for young people and giving status to the less prestigious jobs. There is always going to be the youngster who doesn't go on to a college education. You have to look at it from the standpoint of, 'What does this mean to me as a counselor?' With a quick look, you'd say there is a need for more police, but you can see there is also growth in every area except the area of farm work. And the semi-skilled workers will be absorbed chiefly into the manufacturing industries.

"Is there anything for the unskilled workers? As you look at the industries, let's see what their needs are for the future. The needs are such as T.V. broadcasting, data-processing. When we talk about clerical skills, we're talking about combining key-punch operation with typing skills. So, there'll be a need for good English skills.

"As you look at the transportation industry and the airlines, you can see they are predicting large expansion. A lot of people will be needed but the jobs will also be more demanding, and there will be fewer unskilled jobs.

"Next, let's look at the jobs of interest to men and to women. In the jobs for women there's a great deal of emphasis on social contact, service orientations, getting along with customers, fellow co-workers. What is the rationale for categorizing jobs as 'for men' and 'for women'? It means jobs of 'probable interest.' In one junior high school program, girls and boys were tested at the beginning of the year as to jobs in which they were interested. The boys were all over the job arena: pilots, policemen, etc. The girls named only two occupations: teaching and nursing. At the conclusion of the program, they were re-tested. The girls then were talking about programming, data-processing, and two even mentioned engineering. The boys also changed, and their choices became more concrete.

"Another thing important for young people to know is the philosophy of the different companies. Some talk about growth from within, promotion from within. Others do not operate that way, and they hire outside people at the executive level, but they also fire at the executive level. The young people have to recognize what the company is all about. It may be fine to be hired as a Vice President, but if you're fired next week is it really worth it? Perhaps if you'd stayed with another company, they'd have allowed you

opportunity to grow into a Vice-Presidential spot.

"Through the entire outlook, however, there is always the need for improvement in communication skills. In one college of engineering, there is an annual meeting with the various engineering associations, in a closed meeting, to discuss the weaknesses of recent engineering graduates. As a result of these meetings, they go back and revise the curriculum. In this particular school, they have an excellent English department, stressing the importance of communications skills. Many students gripe, 'My secretary can take care of this.' And the answer is, 'You won't have a secretary for about eight years.' A sign was put on the bulletin board to emphasize the need for sentence structure, spelling, punctuation not often associated with engineers: 'I couldn't even spell it and now I am one.'

"This overview indicates something, then, of the needs of 86 large employers in the New York City area in the 1970's."

Evaluative Followup:

The following question was answered anonymously by the participants: "What specific learning occurred from this session?" Below are selected comments that summarize ideas gained.

1. "Specific facts about the job market and needs of business world at this time."
2. "The occupational overlays were excellent."
3. "The different jobs that will be available to our students after graduation."

E. What Impact Did A Vocational Guidance Institute Have On A High School?

To give an overview of the possible impact of a Vocational Guidance Institute, an assistant principal in charge of curriculum and pupil personnel services in a suburban high school reported specific changes that had occurred in his school as a result of an Institute. Following is an edited summary of comments:

Speaker:

"Before I tell you about the Vocational Guidance Institute I attended, let me tell you a little bit about my community. It is located about 25 miles north of New York City, a city in a county of approximately 5,354,000 people. It is now the setting for national headquarters of many different corporations: IBM, General Foods, many insurance corporations. There is some light industry but, generally speaking, it is a strong area for offices and retail. A couple of years ago it ranked third in per capita retail sales throughout the nation. It is an expanding community, but one in which you would find a cross section of people as in New York City. There are people in the community who are on welfare and live in projects, and there are people who live in \$400,000 homes. The young people who come to the high school reflect this community in their attitudes and their way of living. The high school itself is a comprehensive senior high school, grades 10-12, with about 2,300 students in the school. Seventy-four percent of our students go on to college; about fifty-six percent to four-year colleges and the others to some kind of post-high school education.

"I understand that earlier this week you got 'blasted' from kids and parents. Let me tell you about our Vocational Guidance Institute. The first afternoon of the first day, a panel of black boys and girls talked about the topic, 'Youth Speaks.' The very next day a local newspaper came out with the headline, 'Guidance Methods Held Harmful to Negroes' Ambitions.' The

news item went as follows: "A group of Westchester guidance counselors were told yesterday that, at best, they were useless in helping the Negro student in school and, at worst, prejudiced and destructive. The counselors were accused by Negro high school students of shuffling Negroes into vocational and general programs, and stifling ambitions to attend college. One of the student panel members and a junior in high school said the guidance system was totally inadequate and had to be completely destroyed. 'Why is it,' he asked, 'that the brothers always end in the lowest sections of the class?' A young lady from another high school said, 'There's a negative attitude toward the blacks. They ship you into a general business course and, if you don't like it, then you can just drop out.'"

"Although it was a Vocational Guidance Institute, the young people criticized the counselors on many different things. For example, they said they should be able to see the counselor at any time, instead of having to wait for an appointment. Too often a problem would dissipate, and what would be the use of seeing a counselor then. They thought the relationship with the counselor should be on as personal a level as possible. This was reiterated time and time again, and it shocked a lot of counselors. When September came, I talked with all the counselors and all the department chairmen. If just one kid had said this, I would probably have ignored it, but as so many were saying it, there must have been some truth behind it. Even if it was not true, the young people felt it was true.

"I talked to the counselors, and asked them to take a look at themselves. I talked to the department chairmen, as the young man had said, 'Why are our brothers in the lowest sections?' At that time the only way a student could move to a higher ability section was by test scores, previous achievement, teacher recommendation. The student could request to be moved, but chances are it would be denied. We began to think and re-

alized, 'We're not really God.' We should give them the opportunity to try a little harder if they want to. So we instituted a new, flexible program. All a student has to do, if he's in an average level course, and wants to be in an above-average level course is to request it. We also ask him to get his parents' permission for us to talk to him. If we (the guidance counselors) think he is going to have a hard time, we say so. We also ask the teachers to give whatever assistance they can in moving the students forward. We found that during the year we moved more kids to higher levels than ever before. As a result of the Institute we discovered that students should seek their own working-ability level and we should give them the opportunity. We asked the counselor to seek out the black student, get his parents to come in, to try to get him to move up on his own.

"Our journalism teacher developed a greater awareness, and set up a new course for the sophomores coming from the ninth grade. There was a course at the junior level for above average students. But this new course particularly solicited black students. In the class are 17 students, with 8 blacks. These present students will go into the junior class next year, and will write for the school newspaper. This is a way to get greater representation of black students in the school paper.

"Another point brought out in the Institute was the aspect of the silent language, how people communicate and how in one particular culture what is favorable may appear unfavorable to others. For example, the Puerto Rican youngster is taught to look down when addressing an adult. But the white middle class teacher is telling the kid, 'Look me in the eye. What's the matter, why can't you look me in the eye? Are you doing something wrong?'

"We began to include the students in curriculum planning. On the school-wide curriculum committee, we had the students come in once a month to make a presentation. For example, they presented the need to make the social studies curriculum relevant, to include black history.

"During the Institute we made a lot of contacts with business people. The next year we were able to call personnel directors and say, 'Here's a student who needs a job, he has a problem at home, can you help him?' We formulated a list of employers to be used by counselors. During the year counselors took students on trips to businesses, to raise aspirations and to acquaint them with job opportunities. The PTA assisted, providing the transportation. The service groups in the city who were waiting to help young people assisted. They had the students visit them on their jobs, on a one-to-one basis. We had only a dozen students go, though. We're going to try this again this next year.

"Some of the local corporations asked to place the students on summer jobs. However, the first summer, the students came back to us and they said to us, 'You know, man, those guys down there just made jobs for us. They didn't give us anything valuable to do.' The expectations of the employers had been very low. But once the students did get on the jobs they did very well. The next summer, then, the employers put them in jobs they could continue during the fall after school. Some of the employers at General Foods and IBM are training these kids in order to employ them after graduation, and to send them to community college at night, paying them while they're going. It was important that the kids had come back to us, telling us they felt the employers were 'putting them on.'

"One thing your Institute has already had that we didn't was a panel of parents. I think we would have liked to receive comments from parents.

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Overall, the Vocational Guidance Institute did have an impact on our school, and on me personally. Hopefully, yours will have a similar impact."

F. What Do Minority Group Members Face Daily?

Although minority youth and parents from the Bronx had spoken to the participants concerning their specific hopes and aspirations, a minority group leader, one who had "Made it in the Establishment," reflected upon his perceptions of the reality faced by the minority group person in this culture. Following is an edited summary of comments:

Speaker:

"I guess I feel somewhat like a minister who comes to church on Sunday and begins to lecture to the members present about church attendance. Because I think he's talking to the wrong group. I sometimes believe teachers and counselors are the most clobbered people in the world, even though I have reason to believe sometimes there are things teachers and counselors do to get clobbered. The only management in the world that can turn out a sorry product and stay in business is education. A man makes a sorry car, people do not buy it, he goes out of business: Tucker, Edsel, name the cars.

"I want everyone to know that often I'm called an angry man, because when I talk to teachers and counselors, I tell them what I think. When I talk to you, I'm going to use the word NEGRO because I don't believe all twenty two million Negroes in this country want to be called black. I know the time if you'd called me black I'd pick up a stick and belt you half dead. If I use the word black people, and I'm talking about those American Negroes who wish to identify with 2/3 of the world's population, then I think that is basis enough to call them black. If someone says, 'Black is beautiful' that person is saying 'I'm not talking complexion; I'm talking about racial identification.' It's pitiful that in this country if I ask someone named Piglatski what kind of name is that he says Polish; if I ask someone named Campanella, he says Italian; American Negroes say

they are interested in being called Afro-American. Isn't that pitiful? Mr. Polatski and Mr. Campanella do not say, 'I am European-American.' Why in thunder must I be expected to identify with Africa, the second largest continent in the world? The only reason we have to do it is because we don't know whether to say Nigerian-American or Congolese-American or Liberian-American. Because the circumstances under which this group was developed in this country makes this impossible.

"The biggest mistake this country made was in letting me read. Another mistake they made was giving me the privilege of making decisions, decisions which affect my life and yours. I come from a family that is education-oriented; I come from one of the few families in this country that all seven children are college-graduated. And as of this day none of us has ever been in jail. I've gone barefoot and worn ragged underwear to get two girls through college. My oldest daughter is 28, has a Ph.D. in biophysics from Yale and is the mother of two beautiful babies. Don't let anybody tell you that black mothers and fathers don't know what they want for their children. They do know. Don't let anybody tell you they cannot learn. Don't let anybody tell you they will not learn.

"At some point we're going to have to stop saying that people are uneducable. We're going to have to stop saying they can't learn because there are no books in the house. We're going to have to stop saying they can't learn because there is no man in the house. I can name men for you who are successful, who were reared by grandmothers, not even mothers. But the system in this country promotes some of these notions. Because in New York City you can't get welfare if there's a man in the house. You can't get assistance for the children. So the man is slicker than you think; he knows not to be there during the day. But we know he's there because every year

there's another little Jones.

"Some people say to send the Negro from the big corporations out to the schools, to set examples. But the fellow who's black and director of public relations for A.T. and T. needs to go to an intermediate school like I need a hole in the head. He's in his 50's and the 9, 10, 11-year old children won't understand a thing he says. They have no concept of what the director of the world's largest utility does. They don't understand any of the language he uses, because that language is unfamiliar to them. I've read the School Superintendent's report: that one million two hundred thousand children in New York City are reading two and three years below the national average, that the children in Bedford Stuyvesant and Harlem are reading three to five years behind the national average. I go to the companies and the black ones cannot read and they cannot write. I don't want any teacher to get on the defensive and tell me what a good job he's doing. It's the product I'm talking about. If the product cannot speak, if it cannot use g's on the participles, if the girls cannot type, then those teachers have to get out of the classroom and go down to the company where the work is.

"I want you to find out what a kid wants to be and help him be that. I talked to a kid in Georgia who said, 'I can't afford to work. You don't pay me enough to work. I hustle.' If he can make \$30 by eight o'clock you've got a problem on your hands. If the kid is a dropout, the Job Corps will pay him \$37.50 a week to go to a vocational school with the latest equipment, counselors at a ratio of 1-40, a round trip ticket home once a month, and a guaranteed job. Now if the kid is stupid enough to remain in school, when he finally goes to work, who is his boss? The dropout because he has 18 months seniority. These are some of the facts of life.

"We have to stop calling Puerto Rican children foreigners. They've been American citizens since 1898 when we beat Spain in a war. When you came

from Pennsylvania you needed no visa. When the Jews came into lower New York we didn't build barriers to keep them out. We didn't give them psychological tests, the Miller's Analogies Test, the California Test of Mental Maturity. We gave them a needle and a thread and a piece of bamberg lining and we said, 'Sew.' They sewed. And today they control in New York City the garment industry; the largest single group of employees in New York City are in the needle trades. The Jews also control the real estate businesses in New York City; the field of education has been a Mecca for them. But all this happened only because we recognized the problem and helped them overcome it.

"However, these very people who came to these shores to get away from discrimination, to get away from segregation, to get away from ghetto life, these people set up the most vicious system of slavery, the only system of slavery in the history of the world that enslaved the man and his wife and his children and his children's children. This is the only country in the world, where a group of men sat down and wrote a Declaration of Independence, and while they were writing about freedom and liberty, every one of them owned slaves. Even you Virginians remember Patrick Henry's 'Give me liberty or give me death.' He made his statement to the Virginian Assembly and went home to where he owned a thousand slaves on his plantation.

"I tell you all this because if there's anybody here who's wondering why Negroes are demonstrating, who are wondering why black people are answering back, I want you to know that black Americans have been in this country since 1525. Legally there has been no immigration of Negroes since 1807. We are here for generations and there is nowhere you can send us. Mr. Muller can get mad, denounce this country, and go back to Germany. I don't care how mad I get, all I can do is go back to my cottage in New Rochelle. In 1820,

this country couldn't get the slaves to go to Liberia, because the slaves didn't want to go to Liberia. They had once wanted to go home, but by 1820 three hundred years had passed, and the slave didn't know where he'd come from. In 1920 there was the "back to Africa movement" that failed. There's talk of setting up a Negro nation out West and that's going to fail.

"What I'm trying to tell you is that the children you're teaching are the products of this system. The children you are teaching today will be teaching in Georgia next year. And those students will come to New York the next year with an education inferior to New York City standards. But their brains are the same. The hopes and aspirations are the same.

"Negroes don't make any money. There are more Negroes in the Post Offices in Atlanta, Washington, New York, Philadelphia, and Chicago with college degrees than there are white people who've been to college. 'If you're white, you're right. If you're brown, stick around. If you're black, get back.'

"The children you're getting now are coming from hostile homes, hostile because they can see what is not happening to their children. Every kid you teach is not aspiring to be President of the United States. The system allows only one President. I do know how pleased I am when I go to a restaurant, and the dishes are clean. I know someone was hired to clean those dishes. I just don't think the youngster who is able to skillfully prepare the menu should be washing the dishes. And I don't want anybody to take the dishwasher and make him the chef.

"Once an employer asked me what to do with the girls who wear the big Afros. I said, 'The same thing you did with all those girls who wore the big bouffants.'

"About education, enough is known. We don't need any more studies, any

more task forces, any more research. All we need for you to do is get up and do what you need to do.

"Everybody in this country, black, white, red and green, seeks the same objective: economic security, a decent job to have sufficient income to buy a house in a decent neighborhood, so the children can go to a good school, and get a good education. And when the mother gets pregnant, there's a hospital down the street to give prenatal care, a doctor to deliver the baby, and feel his legs to see if the bones are there.

"Superhuman effort is needed. Not just by the white counselors, or the black counselors or the Puerto Rican counselors. The job is fantastic and the time is short. When the president of banks in New York City reported to President Johnson that Puerto Ricans don't seem to be able to learn to work in banks as tellers, Mr. Monserrat stood up and said, 'Mr. Chairman, I have news for you. All the banks in San Juan are run by Puerto Ricans.' You've got to see that the youngsters understand opportunities. He cannot choose anything he's never heard of before. You've got to learn to see all children, white children, black children.

"You've got to go back from these Institutes, back to your schools to get to your colleagues who are not teaching like they ought to be teaching.

"And I would tell the boys and the girls to dream awhile, you've only awhile to dream. I want you to believe me when I tell you I want to be optimistic, things will never be as bad as they have been in the past. I want you to be pessimistic enough to believe that nobody is going to do anything for you. You're gonna have to do it for yourself. If you have to go down swinging, also go down working. Don't shun love and romance. Dream awhile; you've only awhile to dream. But isn't life one big dream?"

G. What Is The Role Of The Counselor In Occupational Awareness?

If the needs and expectations of children, parents and business are to be met, the counselor perhaps must re-evaluate his own role in the school. A guidance supervisor spoke of specific functions that have been neglected. This concluded the first week of seminars, fall, 1969. Following is an edited summary of comments:

Speaker:

"The counselor of today must concentrate on an action program to help the children be motivated to learn. We must help them see why learning is worthwhile. We must relate this to an important function in junior high school: decision-making.

"First, why is there an immediate need to stress occupational awareness? At the high school level, it is too late to have any meaningful impact in terms of motivation, educational choice, attitude development, and compensatory education. It is important for them to see the relevance between what they are learning and the world of occupations outside. If they do not get this in junior high school, there will be a real problem.

"Students reared in a deprived environment are entitled to programs stressing occupational awareness in order that they may enjoy equality of opportunity. The children in the South Bronx do not have this. They do not have parents who sit around talking about what happened in the office today, what happened in the stock market today, why certain corporations are doing well, while others are not. Or having friends come to the house who are from different professions; or even visiting the company where the father works. And so, they cannot develop decision-making ability based upon the background that other children may have.

"We do have guest speakers coming to assemblies, talking about opportunities. We have people in classes talking about the increasing attention being given the black and the Puerto Rican in terms of opportunity. We show them

an occasional film strip, which they know has been made by a film company, and is just "made up." These activities do not eliminate the credibility gap, though. The students and the parents have to go to the firms, to see how Puerto Ricans and blacks are moving ahead. They must have the opportunity to talk to others and to see how they live, to see what the world is like. This should increase the motivation, should make school meaningful, should be a positive influence.

"Guidance and counseling must change its negative image. Guidance has allowed itself to be too tied up with the problems in the school, to be the facility that helps with immediate crisis problems. And we tell them, in terms of our own standards, how to change their children so they can learn more effectively. So immediately we become the butt of the argument: that we are brainwashing children, that we are imposing middle-class values, that we are trying to make changes in their lives as we see it, and not in terms of the values of the community. We have not developed a really positive reason for the existence of guidance.

"For many years business organizations in the area have been trying to work with schools, but this has been almost exclusively at the high school level. However, now they're beginning to realize they want to take a long range point of view. They realize if they make the commitment now in terms of developing awareness and interest in junior high school students, eventually there will be a better pool of job applicants.

"The universities are also eager to become involved. If they do not, they will find themselves on the sidelines, not functioning as a major resource as they have in the past.

"We are trying to set up goals for ourselves. And the counselor must decide what he is to do. "What are my responsibilities to each child in

the school?" Not just to those children who have such behavioral problems not even the psychiatrist can figure out the cause.

"In a program of occupational awareness, you can help the children by getting them into motivating situations, not by just telling things to them. You yourself can keep aware by reading the New York Times and the Vocational Guidance Quarterly. But that is not enough, as often these people are writing with secondhand information. Thus, your trips to business should keep you abreast.

"You must also try to tie work experience into the educational program. You must relate business world experiences in the group guidance program and into individual classes. You have to do more than just say, "If you don't come to school every day, you won't be successful."

"You should work toward the development of educational and occupational resources within your own school: with your librarian, with your bulletin boards, whatever is feasible.

"Another very important point is the relationship between the counselor and the subject area teacher. The counselor should become the resource for materials, techniques, resources, and procedures that can be utilized in curricular presentation. The classroom itself can become much more interesting as a result.

"How do you become a resource? You do this by getting persons involved in the program. You should invite parents in on planning trips, on the trips themselves, and on evaluating the trips. With this approach of positive participation, people feel more as if they are coming to a theatre rather than to a hospital when they come through the school doors.

"In terms of your role in curriculum and planning, concentrate on motivation. A well-motivated child who has so-called 'limited potential' may

achieve much more. A child may have seemingly high potential but does not perform well because he is poorly motivated. Your rule should be: if the technique is interesting, and the kids like it, do it.

"You cannot just tell a child, 'You have to know how to read if you're going to get a good job.' This has no effect because you haven't motivated the child to get into the job in the first place. This motivation has to come from the experience that he has rather than any lesson you are trying to ram down his throat. If he goes out on trips and has the experience of seeing people live better because of the job he has, or if he visits cultural environments and sees the use of the reading and use of the math, he finds himself reaching for a world he wants. This world is a world he cannot live in without use of certain skills. Then you don't have to tell him; you can just discuss these skills with him.

"Out of the experiences you will have this year, you should develop individual materials and projects that can be transferred into the classroom. With these materials you should give guidelines, descriptions of how it might be used with different subjects. There are many possibilities: reading, vocational guidance, aspects of technology in science. It is important that it be relevant to the South Bronx, not more 'Dick and Jane material.' You can develop lists of resource agencies and materials.

"Finally, it is important to make constant efforts at communication. Talk about the Institute. Discuss what you are doing with other members of the staff and with the community. Hopefully this Institute will do much to promote occupational awareness in the total school setting."

H. What Impact Do The Youth Opportunity Centers Have On Youth?

The second week of seminars began with an overview of resources in the School District that were of importance in occupational guidance. Two speakers from the Youth Opportunity Center in the Bronx discussed the services of which school personnel should be aware. Following is an edited summary of comments:

Speaker #1:

"We're in your school district and the bulk of the young people that we see are the products of the district. We are part of an organization that works for the school dropout. The fact that we're all here together now, talking about what's come to be a common problem, will hopefully bring us closer together in terms of vocational guidance and the placement of young people in careers. We both happen to represent agencies that are known to be tradition-oriented. For example, the State Employment Service has never been known as one of the greatest agencies for helping the poor. Evidently the Department of Labor recognized this, because when they established the Economic Opportunity Act of 1964, they established the concept of the Youth Opportunity Center. This concept is truly one of service to young people. One of the things we've discovered is that the 12, 13, 14, 15 year age group desperately needs some sort of vocational advice. We're mandated to work with ages 16 through 21, but we have a sizable number in this younger group who are coming in for jobs, not just advice. And we're totally ill-equipped to deal with them. You should give them some sense of occupational awareness so that if and when they do leave school, either by graduation or by dropping out, they come to us with some sense of what a job on the labor market is. They come to us feeling they can do anything, yet they lack any kind of skill. When they are exposed too quickly to a job this enthusiasm is dampened, as they have trouble relating to an employer and working a nine to five day.

"Sometimes we have a parent who is very anxious for her son to get a job. And we have to explain to the parent what we're trying to do. We also have to worry about a person's long-range and short-range needs. Most kids who come in aren't ready to accept any long-range planning. They are very short-range oriented. We have to develop a type of plan that will keep them coming to us, a career ladder plan for them while they are satisfying immediate materialistic needs.

"There are four Youth Opportunity Centers in New York City, thirteen in the state. We have a center in every borough except Staten Island. From a jurisdictional point of view, we serve the Bronx. Anyone who is in the Bronx is eligible for our service. The age group is 16 through 21, and those older go to another office. We work with people who have been institutionalized and with people who have handicaps. We do not work with drug addicts or with people who are obviously psychotic. When we start working with a kid and discover he is on drugs we have to discontinue. We don't dump them, but try to get them to an agency that might help them.

"The major tool we use is the counseling interview. We provide the standard state employment tests: the General Aptitude Test Battery and the Iowa Basic Skills. We don't test people unless we feel testing is warranted. The General Aptitude Test Battery was standardized on the working population of 1940, and we have some trouble applying it to nonworking youngsters in 1970.

"Many of the kids test out at the fourth and fifth grade reading levels. We then try to find community agencies who have remedial education. We also refer to medical, psychiatric and dental services.

"We have several work training programs. Perhaps the one that gets the most publicity is Job Corps, a residential training program away from home, designed to develop good attitudes toward peer groups, to establish job skills, and to give remediation.

"We have the Neighborhood Youth Corps, a concept that has gone through many changes. First, it was to develop good work habits; then, to keep kids in school; sometimes, to provide cheap labor. The Youth Corps is very crucial in the summertime, as we try to keep the city 'cool' by keeping the kids busy from nine to three.

"There are the Manpower Development Training Programs and the Apprenticeship programs. The latter has been important in terms of cutting into the union's discriminatory patterns of reserving apprenticeships for relatives.

"Another program is JOBS, a program devoted to providing extraordinary training for the 'hard-core unemployed' in business. This is for all age groups and the employer receives payment by the Federal Government to provide this type of training, which includes remediation.

"This is an overview of the services offered by the agencies outside of the school."

Speaker #2:

"My particular function with the Youth Opportunity Center is as a Community Worker. I often visit the home of the young job applicant who has not come back to see the counselor. Counseling to a kid who is looking for a job is sometimes a very boring thing. Probably the reason he dropped out of school in the first place is because he was tired of listening to the counselor, to the truant officer, and to everyone else. When he comes to us, then, and realizes he's not going to get a job the first day, often he doesn't come back. If the counselor has enough information on him, and if he feels it would be worthwhile, I may go out to the home to see him. Sometimes the parents do not even know he's been to the Youth Opportunity Center. A visit to the home would be the extent of the followup in these particular incidents.

"I try to be aware of the Bronx as a community. I don't walk up to a youngster who's walking around aimlessly and say, 'Don't you want to come to the Youth Opportunity Center?' But I do make it my business to know where young people tend to hang out, and I introduce myself around to various organizations so that I am known. In this way I'm more able to make contact with the youngster who has need of our services.

"Sometimes my function is to escort a youngster to where he's getting his training. Sometimes he has been only as far as his school, and he has no idea how to get to downtown Manhattan. This is not a 'supervisory' function of mine, but a teaching process, and usually the young person does not object.

"At times a student comes to us and, after receiving counseling, thinks he has been officially discharged from his school. My job may be to go back to school with him to help him clarify his status.

"We not only have counselors in our offices, but we also have counselors that go into the public high schools. These counselors work hand in hand with the school counselors and with the work orientation teachers. However, our work with school persons at the elementary and junior high school level would be more advisory.

"If a student is 15 and under, we do not accept his application at all. If he is 16 we do, but we give him material that explains labor laws. These laws limit the type of occupations that are available, as well as the hours available. Most of them would not get out of school until three o'clock, and many of the jobs would take a great deal of time to get to.

"One of the things you can do for youngsters is to help them understand the importance of many little things. On applications they fill out they make many mistakes. Some of them read well enough but they're so nervous they can't fill it out properly. They have to be aware also that, to get a

job, it's their skill that counts. For example, if they have a skill of typing, this can readily be used.

"Sometimes you have to know that a youngster may be truant from school because he's home taking care of younger children. You have to help him realize that the time for himself, the time spent in going to school, is of extreme importance to his future life."

Participant:

"Could you tell us about the degree of career identification present in the youngsters who come to your office?"

Speaker #1:

"Usually they have no concept of future careers. They think in terms of what they have seen in the paper, what a friend told them, or their own interpretation of what work is. We took a group of youngsters down to Wall Street to view the stock market. We asked one child later what he remembered about it in terms of work, and he remembered the porter sweeping up the garbage. They may think in terms of a career in IBM because they've heard about it on television. They come in to ask for training in IBM, but they have no idea of the kind of training available, or the kind of training they want. Also, they are willing to do anything if it is in terms of making money. They have little thought of a career ladder upwards.

"The government is extremely concerned about the large number of young people under 22 who are high school dropouts. A recent study of 'hard-core unemployed' showed that 67% were black. Of these, 50% were under 22. Of these, 75% were high school dropouts. And usually the dropout does not believe he is needed or worth anything."

Participant:

"What about the youngster who is only 13 and is truant from school, wanting to drop out? Who can help him?"

Speaker #1:

"If a young person comes to us who is a truant, he is referred to a community worker. This worker explains to him why we cannot work with him, and tries to get him back into school. We cannot take any responsibility for the 13 or 14 year old, as there are no jobs for them. Even for the 16 year old there are few jobs: messenger, grocery clerk. Usually the 16 year old is sent to a training program."

Participant:

"How do you influence a child to go back to school?"

Speaker #2:

"If he really insists he wants a job, we send him to the placement unit. Here, the placement counselor would try to help him realize that, if he is only 16, all he'd be eligible for are messenger jobs. This would not be a full-time job that would allow him to support himself. Perhaps then he would consent to a counseling appointment. The counselor may discuss with him training programs that are appropriate. Or I, as a community worker, may go into the home to discuss possible problems that may be causing the youngster to want to get out. With these counseling sessions, perhaps the youngster may decide to go back to school."

Speaker #1:

"One of the problems is the hapless existence of these young people. They come to school wearing clothes less attractive than those of their classmates. They don't see any relationship between school and the outside. All they see are the guys who take numbers driving around in Cadillacs with new suits. When you tell the kids they should stay in school, they say, 'But why?' If the kid is determined to run numbers, about all you can do is explain where he'll end up, and the reaction society will have to him. You can explain the guy in the Cadillac may be here today but gone tomorrow."

All the extra money he makes may go for legal fees, and he has more trouble than they can see. Sometimes you have to shake the kid up a little bit."

Speaker #2:

"And we don't succeed all the time. One of our problems is trying to measure what 'success' is. Sometimes a youngster has such psychological or sociological problems we're not able to help him. And sometimes we think we've done good counseling, send the youngster out for a job, and he doesn't ever show up for the job. It then occurs to us that perhaps everything was all our idea, and not the kid's. So, we understand what you as teachers and counselors go through when you're working with vocational planning. It isn't easy."

Speaker #1:

"Perhaps we can work with you on a local or an informal basis. You are invited to bring youngsters into our office to see films we have or other vocational guidance materials. If you don't want to bring youngsters in, you're invited. We'll share with you our materials and our experience in helping youngsters in the South Bronx."

I. What Are Changing Concepts Of The City University?

Educational planning is an integral part of vocational planning. In order to have occupational opportunity, the student must also have educational opportunity. The speaker from the City University's Office of Admission Services highlighted the new philosophies that have evolved and the new programs that are in the process of being implemented. Following is an edited summary of comments:

Speaker:

"For the past three decades major changes in our population here in New York City have brought about many new and a wide range of economic, social and educational needs. Our institutions found they had to re-evaluate both their philosophy and their structure. The Board of Higher Education at City University was one of the major institutions that had to undertake this.

"In examining the structure, they originally proposed a five year Master plan to more fully meet the needs of the people in New York City. With the recent social changes and upheavals in cities across the nation, however, they decided that five years was too far away and the timetable would have to be moved up. In doing this, a new program called Open Admission was evolved. This program is a commitment to the people in New York City to provide some type of post-high school education and training to every graduate of a New York City high school, public, private, or parochial.

"You as educators know this is an entirely different theme from what we've been using. We have been quite restrictive or selective in our admissions procedures. Prior to this, because of high school academic average or College Board scores, many students were not able to compete in the race to get into college or into City University.

"Therefore, this is a revolutionary concept to Higher Education. It isn't completely new, as it has been tried in other states, and sometimes without success. We are going to differ somewhat from other programs. We are

making a commitment, not to the community but to the students, a commitment to work with them from the time that they come in until they succeed and complete the work they have been admitted to do. We are not admitting them just to dump them when they can't keep up. Questions have come up from communities, from Parents' associations, even from faculty, saying 'How are you going to do this? You are planning to admit students with academic, commercial, vocational and technical diplomas. How are you going to place these students together?' Our answer is, 'Our commitment to the student says that we will be standing there with him every step of the way.' We are taking a developmental approach, helping by both remedial and compensatory work. We will increase our counseling staff as many of the students will need lots of support. We want early identification and prevention, not crisis help. We do not want a revolving door, but a continuing process of our helping them to help themselves.

"Many people have said this program is unfair, and has been evolved only to accommodate minority groups. This is not true, as many non-minority students have been kept out of City University because of a low academic average, or truancy, or other reasons.

"What do we have to offer these students once they are admitted to City University? We have two types of colleges: the traditional four-year college and the two-year college. The latter in the past hasn't been looked on very highly, but regarded as the place where the borderline student who couldn't make a four-year college should go. This has been a wrong concept, as the two-year college can be very productive and can meet a wide range of need. It offers a transfer program, permitting the student to take two years in the community college, receive an Associate of Arts or Science degree, and then, if he desires, to transfer to a four-year college to complete the work

for the Bachelor's degree. He can then continue on with graduate work. It also offers career programs, programs that prepare young people to enter the job market on a semi-professional level. Industries and professions need these workers, trained beyond high school, and they're looking to the community colleges to offer this training. So, we are offering to every student the opportunity to get a post-high school education.

"You teachers and counselors are, for the first time, being given an opportunity to offer a freedom of choice to the student. Students have never before actually had the opportunity to choose the amount and type of education that they wanted. How can the City University help you teachers and counselors? The office of Admission Services works very closely with the Board of Education, the guidance counselor and the college advisers. We have just completed a "crash program" for seniors, trying to get them ready for admission in 1970. We have reached youngsters who had never before even considered going to college. It gives me great pleasure to stand in front of a senior class of perhaps 900 students, who have different types of diplomas, who have applied to City University, and tell them, in January, 'Congratulations on being accepted for admission to City University!' They sit there with eyes popping, as they know students who had applied in a regular fashion to universities would not be expecting this admission information until April 15. These students take great pride in the fact that they have even been able to apply to college. Many may 'cop out,' but at least they have had the opportunity.

"Our Office of Admission Services works not only with senior teachers and counselors, but also with community agencies and parent organizations. We've also started a program for the junior high schools, because we feel that students at this level should become aware of what's happening. My office and the schools arrange for the students to tour the colleges, to see what a

person studying electrical technology is doing. Just the term itself would mean nothing to them. At the Bronx Community College they can go into the nurses' residence, see what they're studying and how they live. Or at the New York City Community College they can see what hotel administration is like. To some of our students, working in a hotel means being a porter or a chambermaid. They are not familiar with the jobs of desk clerk, master chef, or housekeeper-in-charge.

"In a hospital, most of them think only of jobs as nurse's aide, porter, dishwasher. If you mention 'inhalation therapy' they have no idea of what you're talking about, and they need to see what is done by these people.

"The students must understand that, in this day and age, one must be constantly learning. And it doesn't matter if one has to spend four, five or six years in school. It isn't such a large chunk out of a whole life. Now that there are such opportunities available for each student, it is our job to spread the word. Every individual has within him the potential for growth. He may not realize what that potential is, and neither will society, until we have given him the maximum opportunity to develop it."

Participant:

"With Open Admissions, can any student go to any branch of the City University?"

Speaker:

"We have had to set some limits while fulfilling our commitment to all students. Thus, students with a certain average (80 or above), or those students within a certain percentile of their graduating class, would be admitted to a senior college with their first choice of curriculum. This group could be subdivided: those with the highest averages would get first choice of both college and curriculum; those with lower averages would get first

choice of curriculum, but not necessarily of college. Then, those students with averages under 80, or in the lower half of their graduating class, would be admitted to the community colleges, with first choice of curriculum but not necessarily first choice of college. This latter admission policy is also applicable to students with a General Equivalency Diploma."

Participant:

"Do all the community colleges have a transfer program into the four-year schools?"

Speaker:

"Yes, all of them. Since you are from the Bronx, you will be interested to know we are opening up a new Community College in September, called Hostas Community College. The program will have a health services orientation."

Participant:

"Will there be space for all these students?"

Speaker:

"Footage space is being purchased in buildings no longer used. John Jay has recently taken over an old shoe factory downtown that has thousands of feet of space and could house 900 to 950 students. Brooklyn College, New York College and Queensborough have also started expansion.

"Remember that the Office of Admissions is in existence to help you. We have representatives for each borough in New York City, and if you need any information or assistance for your students, please call our office."

J. What Are Employment Opportunities For Youth In The South Bronx?

A description of a local employment situation is important as teachers and counselors plan with students. The personnel director of a local business enumerated employment problems and possibilities in the South Bronx and indicated how local businessmen could serve as resources to school personnel.

Following is an edited summary of comments:

Speaker:

"Our role in the community has a history behind it, and we have worked diligently for years in developing new concepts which will have a value to the community. We are presently involved in a government project entitled National Alliance of Businessmen Jobs Project. It is geared to employing individuals in the local community who are hard to employ. Business today is aware of the fact that there are shortages of personnel in communities where there are apparently enough personnel available.

"We are actually a manpower laboratory for the Department of Labor. We have looked for answers and have developed some unique training programs along lines geared to community problems. Our job applicants come to us with minimum education, with language barriers, with little preparation in arithmetic and spelling, and with poor business attitudes. Personnel specialists today are different from those of 15 years ago. We are actually educators, to a degree. We realize we cannot recruit a fully prepared candidate from the community. We do not have to teach a candidate the job but we do have to try to teach the motivation and confidence to seek a place in the company. We are at an advantage because of our geographical location. We are in the South Bronx where a lot of our branch stores are, and experience tells us that disadvantaged people tend to cling to the community. For example, when we were involved in training programs on the Lower East Side and positions became available in the South Bronx, the South Bronx residents left the training programs to go to work in their community.

"Today, most major corporations are anxious to involve themselves in the community, and to develop programs that are important locally. They realize all business organizations have similar problems and many have developed consortiums, with training programs geared to mutual needs. Cooperative relationships have evolved between companies with a traditional 'Gimbels-Macy's-type' rivalry.

"We in the business world want to inform you counselors and teachers how best we can help you. For example, I can post a list of 20 or 30 job openings that are continuously open in your community. We do not want you to fill these jobs for us, but we'd like you to bring the children in to see these jobs rather than just reading about them. Many department supervisors who arrange visits for school children often report classic stories of job perceptions of these youngsters. They find great interest evidenced in art positions, data processing, electronic and computer operations. A great deal of interest is evidenced in jobs that require solid educational background. However, one of the hardest jobs to fill in the South Bronx is that of key punch operator, a job that needs no formal preparation but can be taught by the business community.

"On one trip to a business, a group was in a computer-room and a youngster was fascinated by all he saw. He started to whisper to his teacher who replied, 'But you can't get into anything like this unless you have a college degree.' One man in the department heard this and said, 'No. You're giving him wrong information.' The teacher was unaware of the various levels of jobs available in the area of data processing. So misconceptions of both teachers and youngsters can be dispelled.

"I would like to encourage a very close relationship between business and school personnel. In this way, business can perhaps communicate directly to the school and community some of its problems and needs. And it is better

for the relationships to be as local as possible, as different neighborhoods have quite different needs. In your community a group of interested businessmen are there to help you; for example, American Bank Note Company, Sachs, Daitch-Shopwell, and many other large plants are immediate resources for information, for jobs, for motivation."

K. What Are Specific Opportunities In Hospital Careers In The South Bronx?

In addition to general employment opportunities, teachers and counselors should be aware of training opportunities in a specific career area. The training coordinator of a local hospital explained specific career opportunities and exploration available to South Bronx students. Following is an edited summary of comments:

Speaker:

"Montefiore Hospital, located in the North Bronx area, is one of the leading voluntary hospitals in the nation. It provides patients with comprehensive medical care. Interns and residents, under the guidance of doctors and research men, contribute to the advancement of medicine through research programs regarding causes and treatment of disease. It was founded in 1884 for long term illnesses. Now there are 797 beds and a physical plant with 25 buildings containing 76 departments and 42 clinics. Since 1963, Montefiore has been the major voluntary hospital in the City with the Albert Einstein College of Medicine. With a grant from the Office of Economic Opportunity, we established and now direct the Neighborhood Medical Demonstration unit which is in the South Bronx. This trains and gives jobs to people in the area. (Probably many of the parents of your students have become involved in hospital careers through this particular program.) Despite its rapid internal growth and its expanding programs, it still gives personalized service to patients.

"Montefiore's training policies underwent a marked change in 1968, at which time the Coordinated Training Office was established as part of the personnel department. One of the responsibilities of this office is to supervise and consolidate the curriculum development of training departments. This office also plans and operates a system for recruiting and selecting trainees. It also supervises on-the-job training, and establishes and administers an evaluation system. It has directed a manpower survey of all

the hospitals in the Bronx. It is also involved in developing and maintaining skills of present employees. It has also been organizing and administering a career program for juniors and seniors of the Southeast Bronx for the past two years.

"This summer 'health career program' has been designed for students who had an average or less-than-average grade achievement in high school. The emphasis has been on employing students who seriously needed the money and a chance for a valuable work experience. The students that we have employed for the past two summers had to be 16. Recently a group of junior high school counselors came to us, interested in the participation of younger students. However, we must limit the age because of labor regulations concerning age.

"Last year there were 130 students who participated in the program. They held semi-skilled jobs, such as nursing attendants, laboratory aides, clerk-typists. Two students were assigned to each job, allowing them the opportunity to visit other areas of the hospital and to broaden their total work experience. They received \$600 for two months work. Meetings were held with the students weekly, with representatives of the hospital staff. Each staff member who participated was called a 'sponsor,' and was assigned to five or six students. I was a sponsor, and it was a great deal of work. I met twice weekly with my students and we talked about personal problems, college admissions, etc. By the end of the summer one is able to see they have gained something, and they've been introduced to a job. Their future may not necessarily be in a health career, but they've had a chance to meet people who could offer them something in the future.

"Many people often view hospital careers as a dead-end job. But there is a growing career ladder, due to the new careers being formed, particularly in the nursing field. Many nurses are leaving their present jobs for positions such as clerical nurse specialist, and openings are thus available for other

personnel. The logical people to fill the nurses' jobs are the nurses' aides, who are familiar with the duties. The hospital industry feels that with inservice training and adequate supervision many of these aides can move to higher positions on the career ladder. We have a program, for example, when a nurse's aide can become a senior nursing attendant. Many of these nursing attendants have now applied for admission to Bronx Community College for further education.

"To motivate employees toward the new opportunities being promulgated, our hospital, in conjunction with the Board of Education, has instituted a basic education program. Classes are held three times a week for employees, and released time, up to an hour and a half, is given for the employees to attend. Many have taken advantage of this program, and about 20 have received high school diplomas while working.

"If you are interested in bringing a group of students to Montefiore, write the director of Public Relations. Specify the age of the students, the number, the status of the class, the length of time for the visit, with several possible dates.

"Several times a year there is a career day at the hospital, usually for high school students. Several years ago a survey was done of jobs available for the next five years, 1967-71. Some of the jobs requiring training but no college degree were: typists, steno-typists, secretaries, X-ray technicians, chemistry laboratory technologists, and other technicians. We can send representatives from the hospital to your schools for career programs, people actually working in a department. In that way your students will be able to talk with a person actually in a job.

"These are some of the ways we at Montefiore would like to help you in the South Bronx schools in the occupational guidance of your schools."

L. What Are Specific Opportunities In Government Employment In New York City?

The industry of government is a large employer in the New York City metropolitan area. Teachers and counselors should be aware of these employment opportunities. The recruitment director of the New York City Department of Personnel described not only the employment statistics of today, but also the projections for the future, with emphasis on the role teachers and counselors should play. Following is an edited summary of comments:

Speaker:

"What does the government in New York City offer in the way of employment? There are many 'government employers' in the area: New York City (the largest government employer), the federal government, the state government, and the governments of adjoining counties such as Westchester, Nassau and Suffolk. Each government has its own kinds of positions, according to the functions it serves in the area. For example there is little city employment in terms of psychiatric social work, because the mental hospitals, even within the city limits, are state hospitals.

"However, there are specific areas of employment in this New York City that warrant exploration. At present we are facing a technological crisis; sometimes we cannot make a telephone call for ten minutes, and the transportation system is terrible. Many people who once went into the skilled trades now go ahead for advanced education and, as the retirement role of older workers increases, there are not enough adequate replacements. Thus, the Transit Authority and the Telephone Company do not have good maintenance.

"One of the ways this problem can be combatted is by more inservice training, facilitating the upgrading of people who had been in 'dead-end' jobs such as railroad clerks, token agents, watchmen. Recently, there was an examination given for car-maintaining training. Formerly, a car-maintainer had been someone who came to you with three to five years experience he'd picked up somewhere. This is not the case anymore, so clerical people, watchmen, etc.

are given the opportunity to move into car-maintaining training. Also, while the men are training, an opportunity is given for them to obtain a high school equivalency diploma. So, two things are accomplished: first, the personnel are constantly being upgraded and, second, training is provided to give skills to workers who do not have them.

"Recently, when the City had an urgent need for computer programmers, a test was given to anyone already in civil service who wanted to become a programmer. They obtained many talented people coming out of clerical administrative service. As supply became sufficient, requirements changed and a four-year college degree was necessary. Recently, however, an examination was given for computer programmer training with two years of clerical experience the only qualification. Those hired with only a high school diploma were encouraged to move laterally into systems analysis while working towards a college degree. As needs change, job classifications undergo constant restructuring.

"Even though this flexibility sounds good on paper, it is not really a panacea for all the job applicants who have only a high school diploma or less. There have been as many as 3,000 people applying for only thirty jobs.

"Our needs the next several years will be skilled people at the middle management level. Middle management personnel are really the people who make government run, and most middle management people today are about ready to retire. They came in during the 1930's, many with college degrees, willing to take a clerical job at \$500 a year as it was more than they could make elsewhere. They stayed, moving up through the ranks until today they're in full charge of many people.

"Today, however, the workers who fill our clerical positions are quite different people. Many are housewives who have returned to work after rearing their children, and others are workers who have reached their limit in a lower

level clerical position. So, today we look to the college ranks for our future managers. We hope to soon have an examination for community college graduates, an examination that will qualify them for many different jobs. We have such an examination for four-year college graduates, but we need to hire from the community colleges also.

"As you are working with middle school students, you'll want to help them plan for their future career goals. If they want to plan for any type of government positions, they must also plan for specialized training. There are opportunities, with good pay potential, for people with a high school diploma in jobs such as policeman, fireman, sanitationman. But in some of these jobs there is often an image problem. As an example, the test for housing patrolmen and for transit patrolmen are essentially the same. Yet there are fewer blacks and Puerto Ricans among the housing patrolmen than among the transit patrolmen. It is not a question of different tests but of different images, the minority groups rejecting the image of housing police.

"Other job areas of high priority needs are registered nurses, engineers and accountants. We never have trouble getting laborers or other workers where no education is required. We offer job security, retirement plans, health plans and an adequate wage. For jobs such as laborer, the government is bound by law to pay a prevailing rate determined by the comptroller, and many laborers earn \$8,000 a year.

"Stress training to the students. Also, at this time the majority of jobs are in the competitive area and some kind of an examination that gives a rating is required for such jobs. In some cases this does not mean a written examination. Jobs such as typist and stenographer require only a practical examination to show competency. For girls who want stenography, encourage them. There is a great need for competent stenographers in all areas, and salaries

are improving. For girls who want nursing, encourage them also. This job affords great mobility; a nurse can get a job in any city in the world in five minutes!

"In conclusion, there is opportunity for employment in government, but the greatest opportunity is for those who are motivated for education and advanced training."

M. What Are Some Of The Factors Affecting Vocational Development?

Vocational and educational opportunities are important in the vocational development of young people. Teachers and counselors must realize the other factors that are influential in determining the direction and the degree of aspirations, expectation and motivation. The speaker, a college professor, outlined factors of which school personnel should be aware if their planning with youth is to have optimum impact. Following is an edited summary of comments:

Speaker:

"As teachers and counselors you must have occupational and educational information to give students. They must have this information if they are to become 'occupationally aware'. But just giving them information, taking them on tours, having speakers in, showing them films may not have the complete impact for which you hope. I would like to pinpoint some of the factors you must take into account.

"The social class status of a student is an important influence. If the student is lower social class, as measured by sociologists, he does not have lesser worth or lesser intelligence, but he may have lesser social expectation, lesser financial ability, and thus lesser individual motivation for occupational aspiration. If no one in his family is or has ever been a doctor, his family may want him to succeed, but they probably do not expect him to succeed in a specific way, as a doctor. If they did want him to be a doctor, the financial outlay necessary for him to obtain the education and the training would probably cause him to decide against this profession. Is it any wonder that the lower class child, then, does not aspire to the medical professions? The middle class child is told he will be a failure if he doesn't become a doctor like Uncle Harry. His parents already have a fund put away for his medical training. Uncle Harry even has plans for his sharing his practice eventually. He also knows he likes the style of life

afforded by being a doctor, and that if he aspires to a lesser occupation, this style of life may not be possible. The factors moving the middle class child into this profession, then, are the factors discouraging the lower class child from considering it. The thought may be, 'But doesn't the lower class child want to better himself?' Often this higher aspiration means removing himself psychologically and physically from his relatives and friends. Whereas the middle class child would maintain his present style of life, the lower class child would drastically change it. Leaving behind his family and friends, alienating himself by 'becoming better' may not be worth it to him.

"This factor of social class is a generalization, however, and can be applied only to groups. One must be wary of stereotyping the youngster, one of the complaints sometimes lodged against counselors. As one talks with the child and tentatively identifies social class, one must immediately consider all the other factors that may be operating within the life of this individual, modifying the initial impact of social class.

"What is the child's home life really like? Two home situations may appear similar: father absent, crowded apartment, several children, mother receiving welfare. However, in one home the mother may be developing within the youngsters factors leading ultimately to success in school and work. Though space may be limited, each child may have his own physical area. He may be taught responsibility for caring for this area, and the importance of his cooperating with his siblings for a more bearable life. Self-discipline in terms of home responsibilities and school assignments may be a way of life within the home. This child, then, will probably be succeeding in school, and will be eager to look forward to more education, to training programs, to 'working up' in business, as you've heard described. In a second home, same social class, completely opposite conditions may prevail.

"As urbanization and lower social class are often mistakenly equated, so are lower social class and ethnicity. White counselors are sometimes accused by black and Puerto Rican parents of not encouraging black and Puerto Rican children to achieve and to aspire. Ethnicity does make a difference, but the difference is a subtle and complex one. It is related to the self-concept of the child, to identification, and role-modeling. Even the middle class black child will not aspire to walk on the moon when he realizes the moon astronauts are all white. This is gradually being overcome; the entertainment media are including more ethnic group members, advertisers are using black and Puerto Rican models, and movements such as 'Black is Beautiful' are improving the self-image of minority groups.

"As ethnicity affects one's vocational development, so does one's sex. Girls' aspirations and expectations tend to be as limited as in the stereotyped 'lower class child' or the stereotyped 'ethnic minority child.' As teachers and counselors talk with young girls, they describe for them possible occupations: teacher, nurse, secretary. The girls have as role-models their mother (housewife) or their female teacher. How often does the girl identify herself as a surgeon? Perhaps a nurse, not a surgeon. As a school superintendent? Perhaps a teacher, never a superintendent. Although a woman's career pattern is different because of child-bearing and child-rearing, one-half of all women are only 32 when the last child is in school fulltime, and they still have 40 more years to live. This factor of sex, as factors of social class and of ethnicity, also must be considered.

"These factors enumerated are all operating within the person. No mention has been made of whether there are factors of prejudice in the world of work that would hinder opportunities for the lower class child, the minority group child, or the girl. These factors have been discussed by

other speakers. The teacher and counselor must be aware of all factors operating, in order to know how to work effectively with each individual child.

"What specifically can the educator do? He must first look within himself to detect any feelings of stereotyping he may have. Does he believe that the child wants less and can achieve less if he is poor? lower class? a black? a Puerto Rican? a female? After the teacher or counselor knows his attitudes, he should then help the child examine his own feelings and attitudes. Does he, the child, believe he can achieve less if he is poor? lower class? black? Puerto Rican? a girl? Together, the teacher or counselor and the child, must try to determine what reality is truly possible and desirable, and then try to plan to make the desired reality happen. Against a background of open attitudes, occupational information can be assimilated by the child, and he can explore with confidence and can become truly 'occupationally aware.'"

M. What Occupational Guidance Is Possible In An Urban High School?

Of interest to teachers and counselors in urban middle schools are ideas that appear to have promise in the high school. A program in one high school, a program called Correlated Curriculum, offered ideas for use by educators in earlier grades. The counselor in this program identified some of the problems but also the potential of such a program. Following is an edited summary of comments:

Speaker:

"I am a counselor with a group of high school students who are in a program called Correlated Curriculum. There are three curricular programs offered: Health, Industry, and Business. To choose the students, I go over records, talk to teachers, talk to students and select 75 students who have failed no courses and appear to want this program.

"The selected students then are in one of the three curricular groups. One period is called an Orientation period (for example, this could be a meeting period for the Health Careers Club.) After this period the students then go to English, science, mathematics, social studies, gym, and art. During this orientation period, a group guidance class can be conducted, with guidance materials and with discussion of careers in the areas of health, business or industry.

"Of great importance are the regular meetings the four regular teachers have to discuss the progress of the students, and to actually correlate their teaching assignments with the career materials we talk about. I find, as the counselor, I must work as a leader to make these conferences meaningful to the teachers. I bring up topics such as, 'What kinds of kids do we have in the program?' and 'What impact do you think this item in the New York Times will have on our students and their careers?'

"One of the things I try to do is to condition the kids to success. I want to get them to stay through their ninth year, and then through their

tenth year. You'd be surprised how much they settle down if they can be held in school that long until they're older. They are not able to work part-time in this program until their senior year. We try to give them an extra year of intensive training. (In the regular cooperative program the student can go out to work in his junior year.) We try very hard to have the jobs the students get to be meaningful ones, such as assistant lab technician and not a bottle-washer. Under the health careers program, there was a job called assistant dietician. However, the student was sent out to mop floors and we said 'No dice.'

"The program is not an easy one to have succeed. For example, in the industry area I have a hard time getting students. My school has a student body chiefly black and Puerto Rican. A counselor friend who is in a chiefly white high school says his industrial programs are overloaded, as all the kids want to get into the building trades. One employer will guarantee my students work, and we have a great automotive shop with double periods, but the kids don't want it. I think two factors are operating here. First, the minority groups have been given the low-level dirty hands jobs for too long. The whites were always given the white collar jobs. The blacks now have a developing sense of pride and want jobs that have status. It is true that black adults, who have families to support, are trying to get into the building trades, jobs that pay well. Thus, there is a great deal of publicity about blacks trying to get into these unions. However, the attitudes of the young blacks are quite different. They have no pressing financial urgency and their attitudes are they'd rather not have that type of job.

"Perhaps a second factor, actual discrimination, is also working, and the kids may tend to be realistic about what they can actually get into. I've heard stories about 'checkerboarding' among building contractors. When the contractor finds out the city is sending a contract compliance man

around to see if blacks are actually working, he will call a black worker to work on that particular job that day. Even if no black workers are found on the job, the penalty for alleged discrimination tends not to be enforced. One boy told me he had, in the Job Corps, learned to operate a crane and other heavy machinery. But when he went out to get a job, he couldn't and he has gone back to school to train as a keypunch operator.

"So, you can see there are problems of motivating the students, and also problems of keeping the teachers stimulated and motivated. And there are the other problems encountered in an urban school. For example, the ninth grade students don't ever get to school on time. The principal is wanting to set up a breakfast program, which is a great idea, but this means extra staff will be needed to run the lunchroom.

"I try to do whatever is possible for these kids. I arrange tours to business for them, get assembly speakers I think they'll like. Then sometimes I just help the students to explore, and tell them how to go about changing a job if they so desire. For example a student who had a good job with Bell Telephone tells me, 'I just got messed up. I always came in late. I got bored and tired. All I ever did was put in phones and I wanted to fix them or do something else.' You can see there was a great deal of counseling and help to be given this student.

"The program is not a perfect success, but you can see what we're trying to do. It is difficult but we're trying to really prepare these students for occupations after they leave school. Perhaps some of these ideas of a correlated curriculum can be used in your own schools and programs."

0. What Occupational Guidance Is Possible In An Urban Middle School?

For the final session at the University, the Assistant Director of the Bureau of Educational and Vocational Guidance in New York City spoke of some of the present programs for young people in New York City and re-emphasized the urgency for occupational awareness in the middle school. Following is an edited summary of comments:

Speaker:

"Today the emphasis on knowledge tends to be its practical application and its having meaning for the child. Counselors and teachers, however, committed to the development of children, do not always feel they must identify talent to meet particular needs of society. For example, when the push was on several years ago to 'guide' the gifted children into science and mathematics, counselors recognized that there were individual differences, that creativity could take form in many ways, and that the humanities could contribute as much as science to society. But the needs of society are operating, and we do know that, in the future, more astronauts, more medical workers, more chemical engineers will be needed.

"But the teachers and counselors in the middle school cannot sit down and discuss with these children the occupational predictions of the future. It would mean little to the children. Yet we have to make schoolwork meaningful enough to them that they will acquire basic knowledge. With this knowledge they will have the option to do what they want to do, not what somebody else idealizes for them or somebody else negates for them. They can fight through these obstacles if they have skills of self-understanding and self-propulsion.

"Children have the attitude, 'Why should I know?' The reasons mentioned would not satisfy them. We must give them a 'raison d'etre; an understanding that they do want to do something, to feel secure, to feel in the mainstream, to have egos replenished.

"But to give children this understanding is much more than just giving them 'freedom to learn.' They must be given a focal point, a something to concentrate on, an opportunity to react, to be reacted to, if either gratification or learning is to take place. If just 'freedom to learn' were enough, the children would have learned a fantastic amount from television. I once questioned a group of fifth, sixth, and seventh graders who were not getting enough sleep and had been watching the late shows on television. It was fascinating to realize how they were really 'tuned out' of the show. They watch with no focus and no direction, the noise keeps them awake, and they actually are in a state of torpor. So, we must give them a hinge, a focus. This focus must be on the concept of options, rather than skill for a certain job or certain coursework for a certain job.

"Not too long ago vocational guidance was no problem at all. If your father was a shoemaker and doing well, then you became a shoemaker. If you didn't like this job, you could be apprenticed to someone else. Today the opportunities that are available do not fit anyone into a particular vocational slot. And probably most of us here are not doing what our parents did, and some of us are not doing what at one time we thought we'd be happiest doing. It's all a process of compromise, trying things out, learning from experience and failure.

"Many kids come to school unmotivated or too tired to want to learn. However, parents have learned, almost by rote, that with schooling their children will have better occupational opportunity. But they cannot always conceptualize just what this learning process is or how it is related to a better job. Somehow the teacher and counselor must utilize the environment and human beings to make material come alive. For example, what is the life style of the man who installed the lights in this room? He makes \$8.50 an

hour, and his work hours are much shorter than ours. When you stay late you get no extra pay, but he gets double-time and may soon get a four-day work week. Does he have a home or an apartment? Does his wife work? Does he have a car? Does he bowl or play tennis? Does he watch T.V.? How did he get his job? These are the kinds of things kids relate to. Did he have to study math? Then he could be invited into the classroom to talk about math and circuits.

"Some forward-looking publishers years ago produced films such as 'Why Math?', 'Why Science?'. These films are around, bought with N.D.E.A. funds or by the Bureau of Educational and Vocational Guidance. However, 'Why Math?' is either lying around dusty or perhaps stored away. The guidance counselor is spending all his time with the kid who has been acting out, and the math teacher is trying to get across the basic developmental skills hoping the kids won't climb the walls in the meantime. Except perhaps these students are the ones who need most the development of more interests and a broadening of horizons.

"Perhaps this Institute will give you a structured experience whereby both teachers and counselors will get to know each other. You will fully realize you're working in the same field for the same purpose, with the same type of population. However, you do have different tools and disciplines; by intermeshing these, together you reach the children. The student will not say, 'Well, from the teacher it's one thing, and from the counselor it's another,' but he will understand there is total planning. The student will not be coming through a revolving door every day from a teacher who says, 'Get this kid out of my hair for awhile.' In this situation no planning is done, no acts are sequential, no goals are set. A bandaid is applied in a crisis situation, and nothing has been accomplished for the purpose of motivating the student. Here in the Institute you can concretize experiences that can

be made tangible and related to the curriculum.

"If you are able to include parents on the trips, communication between parents and school will be greatly improved. And any positive modification of the environment will help the child. Also, by parents' visiting industry, they themselves may become motivated and may go into training programs that offer stipends and upward mobility. If the parents experience increased motivation, it will be infectious to the children.

"Actually, however, there should be a concern with all the children, not just those who appear to be economically or otherwise disadvantaged. Today among college students there is a widespread dissatisfaction and disorientation, and a confusion by the multiplicity of choices available. In graduate school one sees the student who takes a Master's degree in one area, and the following year comes back for a Master's in another area. If one has had experience with high school applications, one is astonished by the lack of thought by many students: a student will say he wants carpentry if accepted into High School X but aviation mechanics if accepted into High School Y. And a lot of students say they want to do keypunch work, merely because they've seen it advertised a lot, but would go out of their minds if they had to do it all day.

"The other night I saw the play, 'The Concept,' given by young people from Daytop, the drug addiction center. I talked with a group of them afterwards, asking them if they knew why they'd gone to drugs. One of the boys said, 'You start to turn off, there's nothing you want and you just cop out. Nothing seems to make any difference. When you start giving up, you start giving in, and it's hard to be reached.'

"So it seems that perhaps all our children could profit from a revised curriculum. But in this revision, we don't need curriculum specialists but, rather, we need to listen to the kids' reactions. And try to make the facts

relevant to them. Now that people from business, enormous establishments that can be cold and faceless, are becoming involved, we may be able to make a dent in this problem of lack of relevance.

"Let me describe a program we have here in the City, TUMS, Toward Upward Mobility. This may sound like an antacid, but we hope it will be an anti-dropout motivational device. We have persuaded four companies to give jobs to youngsters from the tenth grade. For the youngster who is not a top student, readily subject to surrounding influences, and 16 or over, the tenth grade is the year likely for his dropping out. In the TUMS program, we have 50 youngsters employed. They go to school in the morning, work three hours in the afternoon. They have the opportunity to work on Saturdays, and there will be employment for them in the summer. However, the real crux of the program is the involvement of their teachers. They will have nine weeks of training with the supervisors of the youngsters on the job. They will have two visits to industry. They will do curricular adaptation to incorporate some of the newly-found skills of the youngsters into classroom work. Industry is always accusing schools of sending out students who are poorly equipped, who cannot spell, who cannot speak properly on the telephone. In our program, then, we will try to provide them far better recruitment material. At the same time, business will be re-evaluating some of the tests they use for hiring. In the schools we will provide academic and related skills. In business they will provide the laboratories for the youngsters to try out their skills and, in the process, to build for themselves a better future.

"In the middle school, however, the economic approach should not be used but, rather, the humanistic approach. The students should have the opportunity to view the whole world of work, to meet people. And this Institute is helping you to reach your students through the real world, by bringing the real world to your classroom and by taking students to see the real world. They

have an opportunity to view what they want. Then you in the school can help them to both evaluate what they have seen, and to see it in other ways. This makes for a cycle of learning, an interaction that promises facilitation of real awareness for the child in the middle school."

Chapter IV

Field Trips to Business and Industry

Throughout the academic year, teachers and counselors visited business and industry. The visits were to varied establishments, in order that the participants be exposed to different kinds of work environments within the Metropolitan New York area. The visits were arranged by the business representative of the New York City Vocational Guidance Committee and were held during the school day. Principals in District 7 were very cooperative in arranging for both teachers and counselors to be away from school. Each visit was geared to adult learning, thus children were not included. However, many of the participants did take students to the various industries after they themselves had visited.

Before each field trip, much emphasis was placed on orientation of both hosts and participants, in order that learning be maximal and public relations speeches be avoided. In most instances, a representative of the host firm met with the participants in a district seminar and discussed with them what would be most profitable for them to see.

After each visit, the participants summarized the facts and ideas they had gained, including specific applications that could be made to the school setting with middle school children.

A. Guidelines for Hosts

GUIDELINES
for hosting visits by
New York City - Vocational Guidance Institute
Attendees

PURPOSE

Visits to company facilities by the attendees of the New York City Vocational Guidance Institute (Bronx Junior High School counselors, teachers, and administrators) are vital to the success of the Institute. Through the visits the Institute attendees can develop personal knowledge and insight into jobs, job prerequisites, duties, responsibilities, rewards, varieties, acquisition, and progression. These visits are not the typical public relations tour but are to be structured to provide the above information.

AREAS TO BE VIEWED

There are three aspects of jobs to which the attendees should be exposed, (1) the entrance function (personnel), (2) the jobs, and (3) the worker.

In the personnel function, they need to see what happens to an applicant. Is he tested? interviewed? If so, by whom and for what purpose. What prerequisites must be possessed to gain entrance to a job?

In terms of the jobs, what do people do when they do their job? How many different jobs, by skill or discipline, are there in the company? Which can be filled by high school graduates? college graduates? other? What are the salary ranges? What job progression exists? How high can a high school graduate expect to move in the organization? Is additional training needed or given? Do people work alone, independently of others? Do secretaries and stenographers have to work for more than one person? What judgments is the worker required to make? What are the consequences of error?

Lastly, the opportunity to meet and talk with workers from a cross section functionally and hierarchically is important. This might take place during

lunch, or during a refreshment break. These workers could be utilized as "tour guides" and thus be available for a maximum period of time.

VISIT ARRANGEMENTS

The visitors will be in two groupings, counselors who will be available for full day visits and the teachers and administrators who will be available for half-day visits. There are 15 in each group, the teacher group is further divided in sub groups of 6 and 9. The counselors are available any day, the two teacher sub groups cannot be made available for visits on the same day.

The counselor group will make seven visits and the teachers four. A given company is not expected to host all of the groupings. In October, for example, visits were made to the insurance and banking industry. Chemical Bank hosted the counselors and New York Life and Equitable each hosted a teacher sub-group.

CONCLUSION

While these institutes have been conducted in some forty cities during the past five years, this is the first institute to be conducted in New York City. A unique feature of the NYC Institute is that it is being conducted during the normal school year, (instead of the typical summer institute). This permits the teachers and counselors attending to make immediate application of the new knowledge they are gaining. Any suggestions, materials, etc., which personnel from the host company wish to offer to further enhance this immediate lesson application, are most welcome.

B. Guidelines for Participants

GUIDELINES
for participants on field trips

Gather information to use in a presentation to students (in a classroom setting or in a group guidance setting) on a topic such as:

"Why we study ...
Did you know that the following jobs use ...
Tests when you go to get a job have these questions ...
Everyone in these jobs use ... in the following way ...
People who get better jobs tend to ...
To get a job, one ..."

In order to prepare such a presentation, on each trip to business/industry listen, observe, question!

A tentative listing of items to learn about are:

1. JOB REQUIREMENTS

Kinds of jobs in this business/industry
Concepts of fields/levels

2. WORKER TYPES

Who works here? How many?
Minority groups? Women? Dropouts? H.S. grads? College grads?
People in the neighborhood? Do they travel? Is travel difficult?
Costly?

3. HIRING PROCEDURES

Union requirements? Educational requirements? Special training?
Apprenticeship?

Interview procedures:

Referred by school officials? State Employment Agency? A relative?
Private agency?
Call for interview
Answer newspaper ads
Testing included? Oral - Written

4. ADVANCEMENT

More education? Special Abilities?
Is there horizontal movement within organization? Vertical?
How do personal qualities enter into advancement?

5. RETENTION

Why do people lose their jobs? Why do they quit?

6. WORKER ATTITUDES TOWARD EDUCATION
If workers had it to do over again, what would they change about their school experience?
8. SPECIAL TRAINING PROGRAMS OFFERED BY THE COMPANY
Skill training? Who teaches? Are workers motivated?
Scholarships? Who takes advantage?
9. PERSONNEL RECORDS
What is important as the company hires in terms of "school records"
Grades?
Personality characteristics as indicated on references?
Attendance as indicated on references?
10. RELATIONSHIP OF THIS ORGANIZATION WITH SCHOOLS
Is there a formal relationship?
Is there an informal relationship?
If so, with what schools?
Who is the person (persons) in this organization who would have such a relationship?
Are there ways this organization can be of specific assistance to teachers and/or counselors?
Field trips?
Speakers?
Placement?
Materials for use in classroom?
Materials for use in guidance?

C. Summaries of Field Trips

Equitable Life Assurance Company

This mutual life insurance company occupies a skyscraper building which, at the time of its occupancy, was already too small for the company's needs in New York City. Here alone about 7,500 people are employed.

JOB REQUIREMENTS

The Equitable provides career opportunities on many levels. The more education the individual has at time of application the better are the placement and the salary. The Equitable encourages employees to move upward by on-the-job training and tuition refund arrangements. Generally, the job classifications are as follows:

1. Officers: leaders in the company, mainly in the Home Office (1285 Avenue of the Americas, New York City)
2. Middle management: staff in the agencies in the field (about 400 offices). These people run the offices and train the personnel.
3. Firm professionals: specialists in the various field in which the company is involved (insurance, marketing, securities, systems and operations research, actuarial science). The greater percentage of these are located in the Home Office in New York City.
4. Sales trainees: those who sell insurance. All are out in the field.
5. Clerical support: clerical workers, in equal numbers in Home Office and agency offices.
6. Service workers: the smallest percentage of employees.

WORKER TYPES

Many female and black secretaries and clerks were seen. However, the firm representatives who spoke to the participants were all white. Most of the personnel in the Cybernetics division (major part of the tour) were white, and were all male. Most of the clerical workers were female.

HIRING PROCEDURES

For professional workers recruiters are sent out to colleges. For lesser skilled help, they hire from the New York City high schools. About one-third of clerical support are from this source. About one-third of all their workers are referred by relatives who already work there. The remainder of their workers are recruited through the state employment agency, private agencies, and newspaper ads.

When workers are interviewed, both appearance and attitude are evaluated. The interview is oral but the written application is also evaluated. In addition skills tests in language and mathematics are administered.

In the clerical field, there are about 800 interviews yearly, mostly with women. Placement of young unskilled men is very difficult. They usually must start as office boys, and many are reluctant to accept either this job or title. However, those that are hired do have an opportunity for advancement through in-house training.

Reasons for rejecting applicants are various: poor appearance, poor attitude such as evidence of indifference or inertia, and poor performance on the written tests.

OPPORTUNITY FOR ADVANCEMENT

Equitable encourages its employees to advance. Special courses are given for groups on the professional levels. Inservice courses, given on company time and titled "secretarial development program" are offered for clerical staff.

Personnel are encouraged to take qualifying examinations and any fees paid are refunded by the company when examinations have been passed. Employees on the clerical level are encouraged to seek high school diplomas, and any fees incurred here also are refunded by the company. If the employee indicates willingness, interest, and ambition, the company will cooperate in helping

that person advance. Vertical movement is possible from clerical up to a skilled non-professional level. Although upward movement into supervisory and managerial positions from this category is possible, usually today not only experience but also additional education is necessary.

Other incentives include prescribed periodic salary increases, as well as periodic salary reviews to meet increased living costs and competition with other firms in New York City.

RETENTION

Many employees quit or lose their jobs because of inability to develop skills on the job, inability to evaluate, poor impression, lack of aspiration, undependability, lack of sense of priorities, and inability to communicate.

Many academic skills also are lacking. Areas of weakness in skills, of particular interest to teachers and counselors, are:

1. inability to file
2. inability to spell
3. inability to handle objective date
4. inability to communicate logically
5. poor basic English written expression
6. poor handwriting
7. inability to do basic mathematical computation.

SPECIAL TRAINING PROGRAMS

In an effort to train "hardcore unemployed," Equitable has evolved a training program for a group of 90, subdivided into groups of 15. Remediation is given while they are working, and the complete course takes 16 weeks. All must have ability to speak and understand English, both for the training program and for their work in the offices. Because of this, a large number of Puerto Ricans who have not been in New York long are eliminated.

At the conclusion of the training program, the trainees, as a group, gain about three years in their mathematics achievement. However, the language skills are much slower. Because many of the trainees appear to have "hangups" about school and teachers, the trainers are called counselors instead.

Equitable has used specialized educational research agencies to plan remediation programs, but they have found these programs are less successful than the person-to-person approach from within the staff. More and more supervisors are helping personnel develop skills on the job, and there are ten classrooms on the premises at present.

RELATIONSHIPS OF EQUITABLE WITH SCHOOLS

Equitable is increasingly aware of the importance of the school to the business community. It will welcome visits and will willingly send speakers to address students in school.

The firm feels it should make the schools aware of its needs and the school can then help meet these needs by giving proper emphasis to the various curricular areas. Actually the school has not been developing the skills necessary in business. Because of its acute needs, business has had to take over remediation.

Business also feels there should be more realistic goals set for students and a greater emphasis on the world of work. There is the feeling that the school emphasizes the academic too much and discourages those whose abilities or interests don't lean in that direction. More specific training towards areas of work would be better for those students.

REACTIONS OF PARTICIPANTS

"The visit was worthwhile. Although I have never felt isolated from the world of work in the sense of awareness of the business community, still there was a feeling of heightened awareness of actual size, intricacy of big business. I felt I was more cloistered in my daily teaching life than I had realized. If this was so for me, how must it be for a student?"

"I feel that more and more contacts must be had through actual visits of students beginning in the middle school. Of course, what they see and what is explained should be developmental, according to age, needs and interests.

No amount of pictures, booklets and lectures can substitute for the 'real thing.'"

"I would like substantial amounts of materials, including the application and tests, to be used in the guidance class where we can at least make an attempt, through role-playing, to create a 'life situation' job experience. I think, too, that we can help develop a feeling of confidence, encourage the student to communicate, so that he can be secure in an interview. Also, we should help our students realize the bigness of many corporations, and how to achieve upward mobility within the framework of this bigness."

"It is obvious that, no matter how new and shiny and technological everything is, the old standards of preparation, cooperation, attention, promptness, team work, personality, and interest are still factors that help one retain a job and move upward. However, firms are now more prone to be patient and willing to help in the development of these characteristics than formerly, when you either 'had it' or failed."

New York Life Insurance Company

Summaries of this insurance company were similar to the preceding one. Thus, only specific reactions are included here.

REACTION OF PARTICIPANTS

"The first significant fact that impressed me was the number of Negro and Puerto Rican employees. The company is making a sincere and concerted effort to recruit minority groups into their organization. New York Life also seems to do everything possible to enable their employees to advance. Equivalency courses, on-the-job remedial training, and supervisory concern are facts, not abstract ideas. We spoke with a Puerto Rican employee, a high school graduate, who had advanced from clerk to expediter in one year. One of our guides told us he is being groomed for assistant section manager. Most of the control clerks in the underwriting department were Negro and Puerto Rican students with general high school diplomas, and some were high school dropouts."

"The young people seemed to enjoy their job and considered it a welcomed relief from their school experience. At New York Life they feel they have more independence and freedom. One youngster found working in the mail room much more interesting than high school. Even though he had a routinized job, he found it enjoyable and varied. This confirmed a point discussed in seminar; teachers cannot and should not make value judgments as to what they feel is interesting and exciting when advising a student. This fellow had been working for seven months at this job, liked it, and didn't do well even in the 'general' course. Yet he was motivated and content at New York Life."

"New York Life has made a concerted effort to recruit Negro and Puerto Rican employees in administrative and managerial positions. However, they have not found qualified applicants; those qualified are not interested in insurance, and those who have applied aren't qualified. This provides an excellent opportunity to middle school minority students. If the situation remains the same by the time they graduate from college, many good jobs will be awaiting them at companies like New York Life. In one of my classes, we discussed several positions: management trainees, underwriters, insurance agents, and programmers."

"The personnel manager gave specifics concerning jobs not requiring college. This information was used in one seventh grade class, consisting of students with reading levels between 2.5 and 3.8. They discussed duties and relative salaries of secretaries, typists and clerks. They became aware of the necessity of basic reading and writing skills, and the connection between school and work. Although I try to instill in them the value of education, I also point out they can 'succeed' without college. As much as possible, I want to present them with an appreciation for and the value in work."

Chemical Bank of New York

JOB REQUIREMENTS

Chemical Bank of New York employs clerical and secretarial workers, tellers, credit officers, accountants, security and executive personnel. Over 13,000 jobs are available with 3,000 new workers employed each year. There are several levels of jobs, with junior typists and clerks at the lowest level.

A Job Center trains applicants in the basic skills of remedial mathematics and reading and in job skills such as typing. After 18 weeks of training, they may begin work. The Center accepts referrals from Street Academics, and also has applicants who are high school dropouts and 'hard-core unemployed.'

College graduates, usually with a liberal arts degree, with experience begin in a managerial job such as credit manager or administrator. These workers have a 16 weeks training program.

WORKER TYPES

At the offices on Park Avenue, there appeared to be a good representation of both blacks and whites. Few Puerto Rican workers were seen, and those few appeared to be filing and in other entry jobs.

Many of the trainees in the Job Center are minority group members. For executive training programs, minority group workers are sought, and recruitment is carried out on campuses of minority group colleges.

Most of the workers travel to work. For this reason, punctuality and attendance are a problem, particularly with the young, beginning workers.

HIRING PROCEDURES

The bank advertises positions in newspapers. It also uses the State Employment Service and a private agency. In addition, recruiters attend

Job Fairs and Career Conferences in schools and colleges. No unions are operative among bank workers.

The personnel department interviews applicants. They are interested in high school grades in mathematics, and also in social participation while in school. The latter is very important: ability to get along well with others, interest in athletics, participation in extra curricular activities. Tests are also administered: The Otis Intelligence Test, Minnesota Skills, and a language skills test. Counselor and teacher recommendations are important.

Many of the applicants come for interviews wearing inappropriately casual clothes. Many do not know how to take tests, and appear to lack even basic academic skills. In the interviews, applicants often evidence a lack of motivation and pride in work.

ADVANCEMENT

The bank encourages workers to go to college evenings and it has a concrete plan for helping financially with tuition. Movement and promotion from within are possible, with training programs available. Even for entry jobs there are 'brush-up' courses in typing, stenography and English. The worker with motivation, ability, a good personality, and a sense of loyalty to the organization has ample opportunity for advancement.

RETENTION

Many workers today appear to have little enthusiasm for their jobs or interest in working. Even salary does not seem to be an incentive. Among the executive trainees there is a great deal of 'raiding' by other large corporations and many of the workers leave for better jobs.

WORKER ATTITUDES TOWARD EDUCATION

Workers on some of the more complex interconnected IBM typewriter set-

ups had been trained by the company. They appeared to have been good high school students with positive attitudes toward their high school experience. The company itself had specific expectations of secondary schools: that students be taught to use adding machines, and that typing and stenography be reinforced during the senior year. Central Commercial High School was particularly commended for its capable graduates.

SPECIAL TRAINING PROGRAMS

The Job Center, mentioned previously, offers an 18 week course. The first six weeks are devoted to remedial and general education. The remaining weeks the trainee specializes, according to ability and special interests.

Ongoing training programs for those already on the job afford opportunity for upward mobility: file clerks learn typing, typists learn stenography. Some training programs operate during job hours. For other programs after hours, sometimes provision is made for the worker to leave his job early.

RELATIONSHIP OF CHEMICAL BANK WITH THE SCHOOLS

Chemical Bank will participate in activities promoting recruitment and hiring, such as Job Fairs and Career Conferences. They would also be willing to act as consultants regarding specific changes in curriculum.

The participants requested the firm to prepare specific materials for classroom use, such as simply written job descriptions of entry positions available together with the skills necessary for the positions. Also useful would be company-prepared posters for display within the school.

REACTIONS OF PARTICIPANTS

"In the elementary school, the children can be helped to see the need for learning basic skills like reading, spelling, languages, mathematics and basic English grammar."

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"Information regarding job training and entry jobs should be available. Also, opportunities for promotion from within can serve as motivation for students."

Western Electric

Western Electric is a wholly-owned subsidiary of A.T.&T. and employs 180,000 people. It owns half of Bell Telephone and is the manufacturing arm of the Bell System. The field trip consisted of two parts, a visit to the Corporate Headquarters and one to the Manhattan Service Center. At the Corporate Headquarters participants saw organization of Engineering, Plant Design and Construction, and Public Relations. One emphasis of this trip was on the diversity of jobs within one organization and the concept of job families. The company can hire people with many different kinds of talents, interests and backgrounds.

CLERICAL JOBS

Before the tour began, a young lady was introduced by the supervisor of the secretarial group. The young employee spoke briefly about her interest in her present position, and that she now feels no need for a college degree in order to advance in work she likes.

The supervisor summarized job classifications with starting salaries. The grades are from the first entry job, C-1, up to the secretary of the Assistant Managers, C-10.

Those applicants hired are screened according to abilities (spelling, grammar, English, mathematics), appearance (grooming and manner of dress), and personal characteristics (ability for self-expression, ability to get along with others, attitude toward work, family relationships, even dating habits).

After being hired, the employee is given a medical examination and then enters a two-week seminar. During this seminar, the worker is given a tour of the building and a general orientation to the physical plant. She is taught vocabulary that will be most utilized at Western Electric. Also in the seminar

there are lessons in receptionist duties, good telephone techniques, personal health habits, and even how to set a table and order menus for executives and their guests. Employee manuals are distributed concerning policies and benefits such as sick leave and vacation time.

ENGINEERING

Western Electric employs 7,000 engineers. For those with no experience and a college degree, annual salary is \$7,800. For the senior staff engineers, the salary goes to over \$21,000.

The tour then included a visit to the Plant Design and Construction area. Workers were seen at jobs such as drafting. The working atmosphere appeared structured and rather formal. Most of the workers appeared to be mature, white and male (only one woman was seen).

Before actual construction of a building is begun, a great deal of background information and planning are necessary. The community's feelings concerning the acceptance of a new building must be known. The safety of the location must be determined. Drilling and exploration of possible air and water pollution is next necessary before the planned building is actually begun. Thus, with technological advances, more jobs (environmental engineering, as noted above) rather than fewer come into existence.

PUBLIC RELATIONS

A diversity of jobs exist in the area of Public Relations: work with the press, employee information, public affairs, community relations (such as Urban League), advertising (as in Time, Ebony), writing of speeches and booklets, displays, audio-visual aids.

Thirty percent of the employees here are under 30 years of age. Trainees are college graduates who are creative, flexible, talented with 'an eye for the image and an ear for the word.' The work atmosphere here appeared relaxed and innovative.

The tour in this department included a visit to a television unit where an interview was being conducted by closed circuit television for training purposes. The photography unit and the film strip development unit were also viewed.

The role of communications media is an important one in the operation of any major industry today. Because of the development of many new jobs, the college graduate with a good background in the arts can express his creative talents in many ways in this area.

SERVICE CENTER

At this center, equipment is tested and serviced. The entry-level jobs, held by young men and women, are for servicing the simpler equipment. As the job requirements become more difficult, such as teletype and data communication equipment, older and more experienced workers are found. A high school diploma is necessary for an entry-level job, and preferably from a technical high school or a specialized course of study. It is a union shop, and all personnel start at entry jobs on the assembly line and are promoted on the basis of seniority. More people than are needed are hired on these entry-level jobs, allowance being made for workers quitting or being promoted so enough personnel remain at all times to perform necessary work.

All types of workers were in this center: many minority workers, both males and females, and many young people. The work atmosphere appeared rather structured, with all the workers going out for a coffee break at exactly the same time.

Applicants are interviewed and tested. Although these tests are referred to as 'intelligence tests' they are not highly verbal but focus on decoding and skills needed on the job. Formerly most applicants had been referred by Western Electric employees and families but present day applicants

are referred by agencies or answer newspaper ads.

No part-time jobs are available, and all summer work is given to children of the employees. Each employee performs a special function on a fixed number of items per hour. Salary is from Grade 1 (\$2.76 an hour) to Grade 5 (\$5 an hour). Wage increases follow a regular pattern: Grade 1, a 5¢ an hour increase every three months until they reach \$3.14 an hour; Grade 2, after about 16 months, etc. Workers also can get merit increases once a year according to performance, attendance, and punctuality. A College Tuition Refund Program is available for those workers who are interested, but few of the employees are taking advantage of it.

Because of the union's strength, job security is an attractive feature of the service center jobs. The average stay of a worker is 31 years. During this time he will have been trained by Western Electric at least twice. Because of this length of stay and potential advancement, the company tries to hire many workers who have ability for more than straight assembly-line work. However, sometimes the workers have too much ability, become bored at the assembly-line and quit.

REACTIONS OF PARTICIPANTS:

"When discussing this field trip with a New York State Employment counselor based in a high school, I was informed young people considered this a 'wonderful company' and that 'all applicants sent there for jobs are thrilled to get them. When they get a job there, they don't leave it.'"

"It is obvious that in the lower grades, we must stress the criteria for getting any job anywhere: appearance and personal hygiene; ability to express oneself; attitude towards work; ability to get along with others; attendance and punctuality."

"It is essential that youngsters learn the concept of 'promotion' in the business world, the process of employee appraisal with promotion based

on the quality of work produced. This process can be equated to academic appraisal in school, with promotion determined by quality work. Therefore the student should plan ahead, anticipating promotion into secondary school and then placement in business."

"Information concerning qualifications for jobs was important in terms of what curricular areas should receive emphasis. The employability of a person depends not only on his academic achievement, but also on his performance in human relations. Emphasis then should be placed on the social and emotional aspects of pupil development."

"Industry personnel want to bring in qualified, steady workers who will stay with the company their working lifetime. In reality, however, if educators do a good job, and truly expand the horizons of youngsters, young people will be less likely to settle for the first job they take. They often have to explore various kinds of activities, and there is no need for concern if they do go from one company to another."

New York Telephone Company

New York Telephone is the largest single employer in New York State. It has 90,000 employees in New York State, with 45,000 in Manhattan, the Bronx and Westchester. The tour was conducted into three departments: Accounts, Plant, and Trunk Facilities.

ACCOUNTS DEPARTMENT

Clerical: Many entry-level jobs are in this department, with many clerical jobs done manually. The starting salary is \$79.50 a week, with benefits of health insurance and a Savings Plan.

Key punch Operator: The starting salary, without training, is the same as for the clerical employee. The number of cards punched per hour by the individual are checked. The control units prepare for computer processes; the computer center, with many IBM 360's, computes the payroll and prints checks; the teleprocessing center does traffic studies of inter-company revenue centers.

Programmers: The company trains its own programmers, and a college education is not necessary. A programmer writes instructions for the machines, with reasoning ability and logic required. Salary is good, with ten per cent extra to work at night.

PLANT DEPARTMENT

Telephone Operator: Starting salary is \$84.50 per week. Age requirement is only 16 years. A high school diploma is not needed, but a simple test in spelling and arithmetic is administered. A one to three week training period is conducted, according to the individual's aptitude. Operators handle local calls

mostly, although some long distance calls are handled also.

A film, "The Operator," was shown. The film is used in training sessions, but is also available for use in schools for occupational guidance or for recruitment. The color film was technically very good, showing the actual job duties of an operator together with her problems and her satisfactions. The psychedelic color and the rock'n roll music makes the film particularly appropriate to young people.

TRUNK FACILITIES DEPARTMENT

A trunk facility is the link (including equipment) between company buildings that provides the path for connecting two ends of a circuit. In this department some 1,135 people are employed.

Non-Management: There are 500 non-management employees, with equal proportions of men and women. The starting salary is \$79.50 a week, with credit given for related experience. Many women are trunk assigners, assigning equipment, with a top salary of \$158 per week. The highest paid job in this department is that of switchman, with a salary of \$187 per week. At the non-management level, the telephone company appears to have an integrated staff of workers.

Management: Promotions are made internally, on a seniority basis.

HIRING

Although a high school diploma is not required, high school graduates are preferred. Sometimes certain departments do recruit. Tests are administered to determine qualification and placement. The applicant must be willing to work overtime, and also to work various shifts.

RETENTION

A large labor turnover exists, especially in entry-level jobs, because salaries are lower than in other industries. However, other benefits are offered: medical benefits, group life insurance, paid vacations, pension, paid holidays, college tuition up to \$1,000 per school year, fully paid salary while 'on-the-job' training.

Some of the turnover also is due to poor attendance, lateness, lack of motivation, poor skills in reading and arithmetic, as well as inability to work as a team member.

Regular attendance is considered extremely important, and poor attendance can result in loss of promotion. There is an Absence Control Program, which checks the attendance of all employees.

SPECIAL TRAINING PROGRAMS

A cooperative program, a work-study program, is offered for high school students.

After employment, further study is encouraged. Courses in typing and stenography are offered at night, and the tuition-aid program is to assist employees attending college.

RELATIONSHIP OF NEW YORK TELEPHONE WITH SCHOOLS

The film, "The Operator," is available to counselors and teachers. The cooperative work-study program offers work experience and exploration to high school students.

Concerning the role of business and educators, a speaker summarized as follows: "You teach the 3 R's and good attendance habits. Leave the training to us."

REACTIONS OF PARTICIPANTS

"The Company did not attempt to cover up short-comings. They believe there is a place in their company for the skilled and unskilled, the motivated

and the unmotivated. Motivation often occurs as a result of job exposure and conversations with peers already on the job."

"The strict Absence Control Program was surprising. By the liberal standards of a school, this program would be viewed by a student as 'oppressive attendance requirements.'"

"The case of the young man in the computer unit, who had almost been a high school dropout but had now risen to data processing supervisor, was impressive."

"The supervisor who emphasized the need for the school to teach the three R's made an important point. She deplored the role the company has to assume today, the teaching of basic skills. Perhaps the business world is having to take over the education of the adolescent at a point where this education is truly relevant to him in terms of a job and money. The co-operative work-study program is one step in this direction. Perhaps a student should go on leave from school to work for a whole year. He may then 'learn where it's at!' and then return to school."

Pfizer Company

Pfizer started as a chemical company, but grew and branched into a manufacturing and packaging company. They now manufacture chemicals, pharmaceuticals and drugs. They discovered terramycin, make streptomycin and were the first plant to make penicillin. Pfizer has about 80 plants throughout the world; Connecticut, Switzerland, Brazil, Japan, are some of the locations. Their products include many brand names, such as Ben-Gay, Visine, Barbasol. They also have several research centers.

There are 200 types of jobs and 2,000 employees in Brooklyn. The concept of many jobs is embodied in the slogan,

"Pfizer is people A - Z"

A - Analytical chemist	N - Nurse
B - Buyer	O - Order picker
C - Chemical engineer	P - Packer
D - Draftsman	Q - Quality control inspector
E - Electrician	R - Receiving foreman
F - Fermenter operator	S - Serologist
G - Guard	T - Technician
H - Hopper inspector	U - Unit operator
I - Instrument technician	V - Veterinarian
J - Job analyst	W - Welder
K - Key punch operator	X - Xylotomist (carpenter)
L - Labeler	Y - Yard lift operator
M - Microbiologist	Z - Zoologist

The Brooklyn plant is not a research center, but is for manufacturing and production.

The group toured two divisions, the pharmaceutical and the chemical.

PHARMACEUTICAL DIVISION

In this division, the following facilities were visited:

1. Pharmacy staging area
2. Liquids and powders manufacturing
3. Custom blending of powders and liquids
4. Quality control laboratories: bulk chemical testing laboratories and biological testing laboratories
5. Capsule area, where every capsule is inspected before use

6. Tablet area: blending and inspection
7. Packaging area
8. Engineering shops

Many women work in this division in testing and packaging.

CHEMICAL DIVISION

Machinists and instrument men worked in this area, with many of the men in uniforms and masks. Women were not seen in this division, and workers were older. The men when hired are placed in the area which interests them most, and they do not remain in entry-level jobs long. They are paid by the hour, from \$2.57 to \$4.19 plus 10%, on 12 levels of jobs. The squad leader can come to the company without a particular skill, but progresses through rank.

HIRING

Applicants are usually not tested. More attention is given to the information submitted on the application and elicited at the interview. Employees are usually hired at entry-level jobs, except on higher supervisory and administrative levels. There is an 'on the job' exploration program where a person works at a variety of jobs before he is assigned. Positions usually attract older people.

A position as technician usually requires two years of college, with chemistry and mathematics. Record room employees need mathematics background and some typing knowledge.

RETENTION

Personnel turnover is very low. Many people working in the company have been there for years, and few young workers were seen. To date, the employees are not unionized.

The entry-level positions are not 'from hire to retire.' Rather, employees are usually promoted, if capable and successful, and fired, if not.

Many employee benefits are offered: group insurance, savings plan, retirement annuity plan, disability benefits, vacations, workmen's compensation

and educational assistance plan. Scholarships, six per year, are available for children of employees.

Salaries are competitive with other pharmaceutical companies, and long service benefits are paid by a bonus.

The physical environment is spacious, colorful paint is used and music is played throughout.

ADVANCEMENT

Promotion is from within, and Pfizer encourages all employees toward upward mobility. A job training program is available for workers who wish to receive technical training, and who have had no previous training. This program is for four hours weekly and may extend for two or three years. The courses are programmed, and the student can work and learn at his own rate of speed. The courses include simple mathematics, fractions, decimals, blue-print reading.

REACTIONS OF PARTICIPANTS

"I was amazed at the range of jobs, in terms of specific interests and abilities. Some jobs, like bottle-checker, seemed to call for nothing more than the ability to see and observe. Other jobs, like checkers, would appeal to persons who liked copy work. Some work was definitely 'production line' work. Lathe operators appeared to lavish loving care on their machines. Chemical workers were measuring and mixing chemicals with a fantastic kind of concentration. Then there were the number of more technical jobs requiring various levels of professional training."

"Perhaps the most impressive thing to me was the pride the employees seemed to have in their work. Everyone appeared to feel that his job, from porter to plant manager, was important. Teamwork was stressed, with each job important to the end result and with each person aware of where his work related to the whole. The fact that Pfizer products are used for the good of

mankind may be the hidden motivator for the feeling, a feeling projected throughout the plant."

"A sense of responsibility was evident. People working with certain machinery were responsible for an entire process, including cleaning the machine itself after the process has been completed. Personal care and attention appeared to be given to every detail. Everything is checked, rechecked, labeled, recorded. Samples are collected and tested for long periods of time."

"An air of quiet relaxation and attention-to-work pervaded every area. All the workers appeared confident and capable. They evidenced the pride of true craftsmen and took genuine pleasure in describing their work. The atmosphere could be called one of 'Willingness to Work' and 'Willingness to Learn.'"

"For the counselor, it is important to note that such a firm exists. If a student is capable, willing to work, willing to learn, he can be employed and trained at a job according to his ability and interests and at a substantial salary."

National Broadcasting Company

The N.B.C. tour afforded an inside look at the communication industry. N.B.C., considered a small company, employs over 5,000 workers coast to coast. In New York City over 3,000 workers are employed.

The tour included behind-the-scenes activity of television production, with observation of technicians in action. The T.V. Master Control area is where picture and sound quality is checked by highly trained technicians. The Film Room controls commercials and films that are shown during station breaks. The Control Room is the heart of the T.V. studio operation, with station breaks and cut-ins. The Broadcast Operation Control handles all abnormal activities on the day of the broadcast, and this area is covered constantly. Most of the programs have been pre-recorded on video-tape.

The various production jobs were discussed. This is a creative area and highly competitive. In production, rehearsals are scheduled, planned, directed. Positions include the producer, director, associate director, stage manager, production manager. The technical crew consists of camera-men, stophands, set designers, wardrobe personnel, make-up, talent coordinator.

The employment areas at N.B.C. fall chiefly into two categories: technical and clerical. Working for a large network is considered a "glamour" job. For this reason many people are interested in working at N.B.C. For example, for 700 technical positions, there were 70,000 applicants.

The technicians must have a high school education plus additional college preparation or special schooling (such as R.C.A. Institute and N.Y. Institute). The high paying technical jobs have almost no turnover. One group had been trained for technical jobs but were released when no openings occurred.

Clerical workers also must be high school graduates. There are clerical openings, but standards are high. A junior secretary must be able to type 50 words a minute and take dictation at 80 words a minute.

The greatest area of need appears to be in the professional areas of financial and accounting expertise.

HIRING

Often in highpaying, technical jobs, getting into the appropriate union is the problem for the applicant. However, at N.B.C. the problem is more getting the job due to the competitiveness and to the high standards. For example, one group had been trained for technical jobs but had to be released after training because no openings had occurred.

Because of this aspect, high salaries are not necessary, and young people who want to 'break in' to the industry are willing to accept various kinds of employment. Many apply for 'vacation relief' jobs from April through October, at a minimum salary of \$150.00 per week. Others take jobs in a smaller station or a smaller city in order to gain needed experience.

Young workers also take other entry-level jobs. For example, the job in the mailroom, at \$83 per week, is an entry job. For this job, high school graduation is required, and a tuition program for college is provided. However, the worker can remain in the mailroom only one year, and must then go to another job or leave. Other job titles are: log clerk, traffic clerk (who sees that commercials are in on time), and entry-level film jobs (\$106 per week and unionized).

Also available is the job of page, \$80 per week and non-union. Two year's of college are required, and most of the pages are college graduates. The maximum length of employment here is 18 months, and most remain only six months.

Recruitment, therefore, is not necessary except for office jobs.

Even for these jobs only the most qualified are selected.

ADVANCEMENT

Promotion is almost completely from within. The example was given of the present Chairman of the Board, who started as a page and rose through the ranks. The employee has to be willing to start at the 'bottom of the ladder' and at a low salary.

RETENTION

As indicated earlier, turnover is very small, and certain entry-level jobs do have a maximum length of employment.

The industry can be affected by many factors in the economy. At present, financial tightening is occurring, with employment cut back or curtailed. The loss of cigarette advertisement, for example, will seriously affect the finances of N.B.C. and other television companies. Compensation for this loss must be handled, and these possibilities exist: the hiring of new employees can be banned, some present staff members can be released, or 'hard core' and other minority group employment programs can be terminated. However, when such economic recession occurs, the company tries not to have any particular group of workers suffer from the situation.

Even though opportunities are limited at this time, the future might be quite different. New technology will probably evolve, with new jobs being created. Also, in 15 or 20 years, many jobs will be open due to retirement of present workers.

SPECIAL TRAINING PROGRAMS

An 'equal opportunity' program for the 'hard core' unemployed is conducted at N.B.C. One program for 21 people, ending in October, 1969, trained and placed 17 people in clerical and administrative positions.

One program is conducted in conjunction with Columbia School of Journalism,

enabling specially selected newspaper men and television commentators of minority groups to profit from special instruction.

Bob Teague, a black news commentator from N.B.C., has been involved in an educational program to encourage youngsters, mainly from the Bedford-Stuyvesant area, to stay in school and further their education.

Numerous training programs do not exist because they are unnecessary, from a business point of view. No emergency ever arises requiring a large input of new personnel.

REACTIONS FROM PARTICIPANTS

"Students interested in the communications field must be encouraged to get a college education with high marks and a major in the communication arts, English or journalism. Students must also be informed that most of the people hired at N.B.C. and the other large broadcasting companies retire from that company 30 years later. Only those with outstanding qualifications can beat the competition at the professional level communications jobs."

"N.B.C. appears to have a fairly flexible employment policy and an understanding and supportive attitude toward employees, not imposing severe personnel restrictions. It's not a bad idea, though, for students to know that employees are expected to be hard-working, loyal and unselfish!"

"It would be of value to have my students tour the physical facilities of N.B.C. Perhaps such a tour would raise levels of aspiration and add relevance for school subjects such as mathematics, science, English, good speech patterns and good grooming." — — —

"By contrast with vast and complex operations such as banking, insurance, and telephone companies, even a major T.V. outfit is small."

"The most striking specific bit of information was the employment opportunities at N.B.C. The message was loud and clear: 'Finish high school and go for advanced specialized training. The glamour of the T.V. world attracts even college graduates to low-paying, entry-level jobs.'"

Accurate Die Company

Accurate Die Company needs workers with manual dexterity, and they do not emphasize specific educational preparation. The employees are trained on the job, with fairly high pay during training.

Hiring is often through newspaper ads, and students should be taught how to read the classified ads.

The concern is a small one, and the atmosphere is much like that of a 'family'. The boss knows his employees by first name, and it would offer a sense of security to the beginning, inexperienced worker.

Promotion is usually from within. However, many attitudes of applicants and employees are poor: frequent absences, lateness, and little sense of responsibility.

REACTIONS OF PARTICIPANTS

"In my classes, discussions were held concerning the kind of image necessary for continued employment and advancement. This has been mentioned by many of the employees. We discussed items such as, 'Why is it important to get along with others?' Answers were given, such as, 'If you cannot get along with others, there will be fights and arguments, and the work will not get done.'"

"When I discussed this visit with my students, I was surprised that only one child in 150 had any idea of the kinds of jobs related to die manufacturing. A great deal of information can be given concerning different jobs in the world of work."

"When this trip was discussed, I brought several copies of the New York Times to class to point out the nature of classified ads. Many of the students were not aware of these ads and did not know how to look up jobs that are being offered."

Chapter V

Materials Evolved
During Institute

Utilizing ideas, facts, and concepts obtained from seminars and field trips, participants evolved materials to be utilized in their particular schools to develop occupational awareness. These materials included plans for working with individual children, with groups of children, with teachers, or with an entire school. These materials are presented in order that other teachers and counselors can adapt them for their own use.

VOCATIONAL GUIDANCE

P.S. #1

Minerva Horn

VOCATIONAL GUIDANCE: P.S. #1, Bronx, New York City

Minerva Horn

I have found my participation in the Vocational Guidance Institute to be an interesting and informative experience. I feel that there are a variety of possibilities in implementing a school program about the "World of Work".

The Institute arranged trips for the counselors to places of Business and Industry which I know I would not have had on my own. I learned many facts about the world of work. I learned about some of the opportunities that are available for young people - the drop-outs, high school graduates, college graduates. There seems to be many opportunities for young people in general, and also for those who belong to the minority groups. From what we were told, there is a shortage of capable people ready to accept entry level jobs in the big organizations such as insurance companies, banks and the Telephone Company. The turnover of personnel is tremendous. These organizations are in constant need of good workers.

The Schools, who are preparing the future workers, are beginning to have a closer relationship with the business world. We are learning from each other and hope that our students will be better prepared for their life outside of school. All the business people who spoke with us stressed the fact that young people who are beginning their life as workers now, are not equipped with the basic skills in reading, arithmetic, spelling; they have poor attitudes towards their responsibilities; they have difficulties in working with others. In other words, they are telling us as school people, that our students are coming out of school ill-equipped to deal with the work world.

As a guidance counselor who has been drowning in "problems", I enjoyed the activities concerning career awareness, with the pupils in my school. This is an area in which one can work and feel good about our involvement. The children seemed to enjoy their participation. We are all involved in something positive - something that gives us hope for the future. We can help raise the level of aspirations. The children learn that there are real possibilities for them.

I think that an important part of the program at P.S. #1 is the involvement of a group of parents. Some of the parents helped to plan the trips, accompanied the children and me on the various trips, and some parents came to the school to talk with the children about the work they do. I hope that we can expand these activities next year.

For the elementary school child, the world of work is a long way off. However, during these years his horizons can be broadened. We should help him learn about the tremendous variety of jobs and careers. He should begin to see the almost limitless opportunities there are for those people who strive to better their life. We want to stress respect for all kinds of work and for the workers themselves. We want to give the children the feeling that there is a dignity in work. We want to improve the self-image of the child and give him greater hope through knowledge.

To accomplish these objectives, there is much we can do from the time the child enters kindergarten to the time he leaves elementary school. In fact, I feel that this should be an ongoing program. Our children, as a rule, are not exposed to much more than what they see in the immediate neighborhood or on TV and movies. Trips to various places of business, in the school neighborhood and outside of it, to see and hear people who work is exciting for the children. They can talk with the workers, ask questions, and have people listen to them and answer them. This helps them feel respect for others and for themselves. Visitors who come to talk to the children in the school, bring some of the tools of their trade with them, make many jobs come alive. They encourage the children, give them more personal attention in the children's search for information.

Taking photographs or slides of the children while they are visiting the various places of business, or of the workers at their jobs, is a good idea. The material can be used over and over again by the teacher or counselor. These could be used at follow-up lessons in different ways. I had never tried to take slides before, but did so for the first time. The next time I will take many more pictures so that I may have a larger group from which to select for classroom use.

There are many free booklets and posters that different businesses publish. These could be used in the schools. We discovered, however, that much of the printed material is not suitable for elementary school children. The reading level is too hard; the print is too small; the concepts may be too difficult to understand. We have to take what is available and put it together so that it can be used at the level of the children.

Lessons can be developed that will be informative and enjoyable. The materials used may be pictures, books, filmstrips, film, actual tools of the trade, pamphlets, newspapers, magazines. The class can discuss the subject matter of the lesson; the teacher could use role playing, pantomime, skits, or any other presentation to make it more interesting.

The subject matter for the lessons has many aspects to investigate. We want the children's knowledge of the world of work to be broadened. Therefore, we want them to know more about different kinds of work and what these jobs entail. We want to acquaint them with the training necessary for many of the jobs we discuss. Then we want them to see how jobs are related to job families. For example, we may talk about the role of a doctor one time. At a later point the lesson may be about "health careers" which includes many different workers, including the doctor. One could discuss a certain business or service and talk about the variety of different workers who make up the entire work force there. For example, the lesson could be about workers in an insurance company. We want the children to have the feeling that all jobs are important and are part of a whole. There must be teamwork to really get the job done properly. Lessons could be developed on the importance of good attendance, punctuality, getting along with your fellow workers. We want the children to understand themselves and we could talk about personality qualities that some jobs demand. We could help the children think about their own personality, about things they like to do and things they don't like to do, about their relationships with other people, about their strengths and weaknesses. We also want to demonstrate the relationship between current schoolwork and future goals; we want the

children to see how their learning skills now will help them later on. Schoolwork has relevance. Perhaps we can help to motivate children to want to learn!

I think that this V.G.I. course has been helpful to me by expanding my knowledge and stimulating my thinking about elementary school children and occupational awareness. The course provided encouragement, material, suggestions, and information so that I was enthusiastic about starting a program in my school.

VOCATIONAL GUIDANCE: A YEAR'S PLAN

Minerva Horn
P.S. #1X

- I. TOPIC: "The World of Work"
- II. AIMS:
1. To broaden the horizons of children.
 2. To bring information regarding the wide variety of work.
 3. To stress respect for all kinds of work...the dignity of work.
 4. To raise the level of aspiration.
 5. To improve the self-image and give greater hope through knowledge.
- III. PROCEDURE:
1. I met with the 5th and 6th grade teachers to discuss and plan program. Decision was made for three classes to participate actively with me. (two 5th grade and one 6th grade)
 2. Decision was made to attempt to involve a group of parents.
 3. I have met with the three teachers to make more specific plans for their classes. We will continue to plan together.
 4. Introductory and follow-up lessons concerning vocational awareness have been given, by the teachers and by me.
 5. The teachers recommended parents to represent the three classes. I contacted them and we have had three meetings to share ideas and discuss how we would work together.
- IV. PLANS:
1. Trips to various places of business. We plan one trip a month.
 2. Each teacher will choose a small group from each class to go on the trips. This small nucleus (6 children) will share their experiences with the rest of their class when they return. The children will take turns going on the trips. Each child in the three classes will have an opportunity to go on a trip.
 3. We will try to develop a picture file of different occupations.
 4. We will attempt to bring people in different fields of work to speak with the children. The parents have already indicated a number of people they know who may be able to come to school. (family members and friends)

5. We plan to print the children's stories about their aspirations and their ideas on other aspects of the program in small booklet form. This could be part of our culminating experience.
6. We hope to use available books, magazine stories, film strips, or any other audio-visual aid available.

A Planning Meeting With Teachers

Minerva Horn
P.S. #1, Bronx

INITIAL MEETINGS WITH TEACHERS TO PLAN PROGRAM (5th and 6th grades)

I. Questions raised:

1. "What do you think the children in your class will be doing 8 years from now?" "What makes you think so?"

Some of the teachers feel that there are some pupils in their classes that could and should go on to college. Other pupils have ability but are not achieving as they should. Then there seems to be a fairly large group of children who are not now showing any real interest in school. The feeling is that many of these may become drop-outs since they not only lack interest but they are not doing well and already feel a sense of failure.

The teachers feel that the attitudes of the children are very important. Some children have a strong desire to achieve, a real interest to learn. These children do achieve and do learn. Others must be pushed or forced to do their work. It is very difficult to motivate this group of children.

2. "How can the teacher's attitudes affect her pupils?"

If the teacher is sensitive to the needs of her pupils, she can help to improve their self-image. The teacher's positive attitude towards the children and their ability to do well can raise the level of aspiration. Respect for the children can help them have more respect for themselves. If the teacher shows respect for all kinds of occupations, the children will take her lead. There should be a sense of dignity about work.

II. We met to discuss the need for enlightening our children about the world of work and to talk about ways to bring information to the children.

1. We read Russell Baker's article in the "New York Times" of October 16, 1969. It opens with the following statements: "It is not surprising that modern children tend to look blank and dispirited when informed that they will someday have to 'go to work and make a living'". The problem, of course, is that they cannot visualize what work is in corporate America."

2. I spoke about the trip to Chemical Bank and the variety of jobs there.

3. We talked about ways we could bring information to the children:

- | | |
|-----------------------------|---------------------------|
| a. Books (e.g. biographies) | e. Speakers |
| b. Magazine stories | f. Trips |
| c. Films or film strips | g. Group guidance lessons |
| d. Develop picture file | |

4. On what kinds of questions could the children focus their attention:
 - a. What kind of work does _____ do?
 - b. Did he heed a high school diploma? College? Special training?
 - c. Did he get training on the job?
 - d. When does he work? 9-5 job? Nights? Weekends?
 - e. Where does he work? Outdoors? In the city? Does he travel?
 - f. How much money does he make?
5. Where can we take the children within the school neighborhood?
 - a. Telephone Company
 - b. Local Bank
 - c. Alexander's Department Store
 - d. Fire Department
 - e. Police Precinct
 - f. Maria's Bakery
 - g. Restaurants
 - h. Factory
 - i. Supermarket
 - j. Barbershop

Sample Lesson

AIMS:

1. To stimulate the interest of the children in variety of occupations.
2. To learn about the many groups of workers who are involved in getting a textbook ready for the children to use.

PROCEDURE:

1. Distribute the books to the children
2. Allow time for the children to look through the books.
3. Ask question:
"How many different groups of workers were involved in getting these books ready for you to use?"
4. Use questions to force them to think.
 - a. How do we get paper?
 - b. Where do we get the wood?
 - c. Who gets it for us? How?
 - d. What happens to the wood to make it into paper?
 - e. Who is involved in these processes? ...etc.

WORKERS INVOLVED:

Lumberjacks cut the trees.

Loggers get the logs to the means of transportation (boats, trucks, trains)

Transporters get the logs to the mill.

Men work the machines that process the wood. These men need special skills to work the machines.

Engineers help to build new equipment.

Maintenance men take care of the equipment to keep it in good order.

Chemists analyze and test the pulp for quality, weight, etc.

Paper is packaged by other people.

Paper salesmen sell the paper to companies that need it.

Packaged paper is transported to the printing company.

Author, editor, proofreader - get book ready for publishing.

People who "lay-out" the way the pages are to be printed.

Artists are involved in drawings, designs used.

Typesetters, engravers, printers

Bookbinders

Package the books.

Transport the books to stores, libraries, schools.

FIELD TRIPS

PLACES TO VISIT	ADDRESS	CONTACT	TEL. #
Dollar Savings Bank	2530 Grand Concourse	Mr. Gene Kneip	584-6000
Schs, New York	330 Bruckner Blvd.	Mr. Bernard Glick	Me 5-5300
N. Y. Telephone Co.	1775 Grand Concourse	Miss Grace McGrath	397-2755
Prospect Hospital	730 Kelly Street	Mr. Stephen Folkson	542-1500
Montefiore Hospital	111 East 210 Street	Miss Marie Rivera Mrs. Margaret Cash	920-5421

P.S. #1 BRONX

Mrs. Lapes, Princ.
Mrs. Horn, Counselor

Check List
To Use On Trips To
Business - Industry

1. How many different kinds of jobs are there in your place of business?
2. How many people work in your place of business?
3. What kind of training do you need for your job?
4. Do you need High School Diploma? College Degree?
5. How many hours do you work?
6. Do you like your work? Why?
7. What should people do in school to do a good job at work?

USE OF SPEAKERS

1. Mr. Carson, father of boy in class 5-1.
Electrician for Con Edison
2. Mr. Rivera, father of girl in class 5-1.
Barber
3. Telephone company installers.
Set up demonstration display.
Stayed for two sessions, talking to class.
4. Mrs. King, mother of girl in class 6-1.
Insurance company employee
5. Mr. Johnson, father of girl in class 5-2.
Transit System employee

USE OF PICTURES

1. Collection of pictures.
2. Collection of newspaper articles.
3. Slides taken on field trips.

LESSONS WITH THE CHILDREN: EMPHASES AND OUTCOMES

1. Lessons have been aimed at stressing the positives - building-up the self-image of the children.
2. There is a world of opportunity out there and they are going to prepare themselves to take advantage of it.
3. They will NOT be drop outs they will be "something special".
4. Their task now is to do well in school, graduate from high school eventually. - Explore and learn more about the world of work ahead of them. In order to make intelligent decisions they have to have information. After high school graduation they will have to take other steps to further themselves in their career.
5. Through discussions, guest speakers, trips, and reports from children returning from a trip, the horizons have been broadened.

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VOCATIONAL GUIDANCE

P.S. #25

Carmen A. Vazquez

VOCATIONAL GUIDANCE: P.S. #25, Bronx, New York

Carmen A. Vazquez

The Vocational Guidance Institute has offered a different yet practical approach to the teaching of a course in occupational information. The practical aspect has been the program of trips organized and carried on during the seminar. This aspect of the course offered us an opportunity to experience first hand many of the aspects of the world of work. Thus we have gained a better insight of the nature of the work encompassed in many of the occupations for which the students might ask us information.

I also became aware of the small number of people of black, and Puerto Rican and Chinese people employed at administrative and executive levels in most of the companies that we visited. I was particularly aware of the small numbers of Puerto Ricans wherever we visited.

In the process of trying to bring to my school the concept of vocational orientation and guidance at the elementary school level I have been able to apply some of the techniques learned at the seminar and to improve some of the skills and activities that I started the previous year.

Program for the Year 1969-1970

Carmen A. Vazquez

I. Objectives of the Program:

1. To provide the children a basic orientation and understanding of the world of work with emphasis on the different occupations.
2. To provide the children with an understanding of the role that education plays in relation to the vocational orientation of the individual.
3. To provide essential information and experiences about a wide variety of occupations and make a wider vocational choices possible when the period of decision arrives.

II. Projects to Provide Vocational Information to the Children.

The different activities developed during the implementation of the program will help the children to become familiar with the world of work and offer them alternative for selection of an occupation at later periods in their development.

The following is a list of activities for the year.

1. Group guidance lessons in occupational awareness
2. Trips to agencies in and out of the neighborhood.
3. Development of a picture file re: occupations.
4. Development of a resource center about occupational information to be available in the guidance office for use of the classroom teachers.
5. Exhibition of films which might provide vocational information.
6. Exhibit of scrapbooks made by pupils related to occupations.
7. Assembly program where individuals from the community will come and talk about a variety of occupations.
8. Develop games in which the pupils will get acquainted with occupations. These will be devised between teacher and pupils.
9. Publicize occupational information through P.A. meetings, parent workshops.

SAMPLE LESSON PLAN

Carmen A. Vazquez

Activity: Group Guidance lesson.

Topic: Occupational Awareness.

I. Aims

1. General Aim:

(1) To increase an awareness of the world of work and to develop interest in learning more about it.

2. Specific Aims:

(1) To enrich the pupil's knowledge about occupations.

(2) To improve the pupil's academic performance.

(3) To develop an awareness of the relationship between an individual's work and his services to society.

II. Materials Used:

1. Poster from General Electric about a boy who was both a math learner and a baseball fan.

2. Poem "What Will I Be From A To Z." Content = information on occupation.

3. Oral story from the book: "What Will I Be From A To Z" by Donald L. Gelb.

III. Specific Procedure:

Discussion of the poster and interpretation of its meaning by individual pupils in the class.

Oral reading of the poem "What Will I Be From A To Z" followed by discussion and comments about the content of the poem. Comments by pupils about the qualities that a person needs to develop so as to be able to get a job.

IV. Closing Activity:

Reading by the counselor of the story "What Will I Be From A To Z" by Donald L. Gelb.

FIELD TRIPS

Carmen A. Vazquez

A. (Lincoln Hospital)

I have organized a program of vocational awareness trips. During the month of March we visited Lincoln Hospital with a group of eight children representatives of six grade classes in our school.

I. Purpose: The purpose of this trip was to familiarize the children with the variety of health careers in which people that work in hospitals are engaged and also with the variety of jobs that are particular to the hospital situation.

II. Scope:

We left P.S. 25X, The Bilingual School at 9:30 in the morning to go to Lincoln Hospital. The visit tour lasted from 10:00 A.M. - 1:00 P.M. We visited the following departments:

- | | |
|------------------------------|---------------------------|
| (1) Information | (10) Regular kitchen |
| (2) Emergency - Registration | (11) Pharmacy |
| (3) Out Patient - Adults | (12) Record Room |
| (4) Out patient - Children | (13) Payroll Office |
| (5) Social Service | (14) Administrator Office |
| (6) Xrays Dept. | (15) Heating Room |
| (7) Lab. Dept. - blood etc. | (16) Lunch Counter |
| (8) Dietician | (17) Employees Cafeteria |
| (9) Diet kitchen | (18) Chapel |

III. Outcome:

After touring the hospital we went to the chapel and the children had an opportunity to ask our hostess questions re: to the different jobs and also regarding machines and other equipment that they saw during the tour.

Some of the questions asked were:

- (1) How many people work here?
- (2) About how many kinds of jobs do people do here?
- (3) How do you apply for a job here?

- (4) How long does it take to be a nurse? a doctor? a social worker?
- (5) How many people do you care for daily?
- (6) How old do you have to be to work in a hospital?
- (7) Do volunteers get paid?
- (8) What does the administrator of a hospital do?
- (9) Do you get vacations when you work in a hospital?
- (10) How many hours do you work every day?

We left at 1:00 o'clock, the children happy about the trip and feeling that they had learned a lot.

B. (Neighborhood)

During April, we visited the neighborhood of P.S. 25, extending two blocks in each direction.

I. Purpose:

The purpose of this trip was to familiarize the members of the group with different jobs and occupations in which the people in the neighborhood earn their living.

II. Procedure:

We walked through the neighborhood and as we went along the children kept listing orally the different jobs as they observed each one. Every couple of blocks we would stop to discuss the jobs and setting in each new block. We visited a shoe repair shop, a fire station, a bakery, a flower shop, a dry cleaning store. From the sidewalk we observed people at work in an accountant's office; filling income tax returns, also an optometrist and a receptionist at one of the medical groups.

At the places that we went in the children asked questions and gathered lots of information about the nature of the jobs, skills needed, salary, educational background.

Back at school we looked over literary information regarding the fields of optometry, accounting, pharmacy. We talked about differences in educational background, skills needed, and salaries.

III. Outcome:

Some of the children felt that they would like to go into a profession like pharmacy but that they will have to work part time at some of the non-professional jobs to be able to stay in school. Most of them felt that it is worthwhile to go to college and later to have a nice clean job and earn a good salary.

Nobody mentioned status of occupations.

C. (Sachs Personnel and Warehouse Offices)

I. Purpose:

The purpose of this trip was to visit Sachs Personnel and Warehouse Offices located at Bruckner Boulevard and East 142nd Street in the Bronx.

II. Procedure:

The group had an opportunity to watch closely the performance of certain jobs that are not so common and obvious in the neighborhood.

For example:

- (1) Advertising Department
- (2) Printing: The children observed the man at work and titled some posters.
- (3) Mailing Department: Here the children became familiar with the stamping machine and received information about how a small post office functions.
- (4) Other departments visited were: Service department, Stationary, where they saw the addressograph machine making name plates for customers; file department, switchboard, accounting. In the accounting department they observe the computers and other data processing machines and were given an opportunity to help with Xerox machine and the Key Punch machine.

III. Outcome:

This trip offered the children an opportunity to observe a variety of jobs and occupations all operating under one roof. At the same time it made them aware of some of the opportunities for summer or part time jobs right in their neighborhood.

As a follow up to the trip we had a small group discussion. The participants discussed the following areas:

Where do we get an employment certificate?

What skills do we possess at this moment that will help us get a job?

Why do we need a social security card and how and where do we get it?

Can we work and go to college at the same time?

GROUP GUIDANCE LESSONS

The counselor visited every sixth grade class for the purpose of developing occupational awareness through guidance lessons. The counselor served as leader and the two students representatives of that class during trips served as reporters and resource people. They gave information as to the development of the trip and answered questions asked by the class.

The sessions were dedicated to help the pupils evaluate their knowledge regarding the world of occupations and develop their interest in learning more about it. The lessons also were to motivate pupils to start thinking about the relation of academic knowledge and personality in relation to the world of work in order to develop a feeling of the need and importance of academic achievement.

LIBRARY MATERIALS

We prepared a bulletin board displaying pamphlets about a variety of occupations with the purpose of stimulating students' curiosity regarding different occupations. We also collected pictures for a vocational scrapbook.

We started a library corner in the guidance office with varied information about occupations and other items related to the world of work.

The librarian has been encouraged to display books for different age levels which present stories of individuals who are successful in various fields of occupations. The children are encouraged to check out the books, read them, and reproduce the stories orally or in drawings to their class.

OTHER STUDENT ACTIVITIES

The pupils in the sixth grade classes made surveys of the various kinds of jobs that exist in their community to find out information related to the specific jobs and reported to their class.

As examples of activities:

1. Some of the members called the State Employment office and tried to get information.
2. One member looked up the Social Security office in the telephone directory and gave the address to the rest of the members of the group.
3. One girl called the Department of Health, Certification office and asked for information related to employment certificate for girls.
4. All this information was then reported back to their own classes during the social studies period.

EVALUATION

As a result of these activities, quite a number of students tried to get working papers and social security cards with the hope of obtaining a summer job.

Many of the other students in school have asked their classroom teachers to take them on trips to learn more about jobs.

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VOCATIONAL GUIDANCE

P.S. #29

Thomas Forte

VOCATIONAL GUIDANCE: P.S. #29, Bronx, New York City

Thomas Forte

I want to make this report a compilation of all that can prove useful to a teacher or a counselor embarking upon a program of occupational awareness in an elementary school. It will consist of the following:

1. Information about the world of work obtained as a result of our field visits.
2. Activities, which include:
 lessons, visits, bulletin boards, and conferences
3. Materials and Resources
 Library corner, occupational information file

The World of Work

Our field trips left me with the following impressions and facts:

- A. The high turnover of, and the competition for, personnel at the low-entry level.
- B. The internal training programs offered by the larger employers such as banks, insurance and telephone companies, ranging from high school equivalency to executive training.
- C. The tuition refund plan and promotional opportunities.
- D. The widespread dissatisfaction with the level of academic skills and work habits, and with the attitudinal profile of the average low-entry applicant.
- E. The gap between the world of work and the schools and the present beginnings of a working partnership of these two. (Notable exceptions are the Co-op Education Program and the work-study programs.)
- F. The preponderance of black and Puerto Rican workers at the low-entry level and the virtual absence of these people at the higher levels.
- G. The vivid contrast between the assembly line repetitive job (telephone repair at Western Electric) and the high-level repair job (the teletype repair at Western Electric, the lathe at Pfizer) in terms of personnel used, remuneration, worker characteristics, etc.
- H. The (for us) rather low hourly wage (under \$5 an hour) for what appeared to us to be a highly specialized skill required in the, say, teletype repair, and the complex machine tending job such as the vat blenders at Pfizer: all this on the one hand, and the pride and self-assurance exhibited by these men.

In retrospect, I would have to say that perhaps the single most lasting impression I've carried away from my peek into that other world (to which I am by no means a stranger) is the strong reinforcement of my own long-held attitude to even the lowest level job holder: - one of profound respect.

The Lessons

The most meaningful lesson is the one that is a follow-up on a visit with a small (5 or 6) group of children. Two such lessons that I gave incorporate learnings from my Vocational Guidance Institute field trips, namely, Chemical Bank-Dollar Savings Bank visit with children, and the lesson on the Western Electric-New York Telephone Company Bronx office visit with the children. These lessons follow.

Another kind of lesson which I tried once with considerable success was the parent role model. An account of this lesson follows. Also included is an introductory lesson that can serve to launch a program of occupational awareness.

One lesson which I thought up but never gave is one in which a cluster teacher of a speciality such as art or science discusses career opportunities in his particular area.

Another suggested activity might be meeting with a small group of children who have a high level of interest and ability in a certain area and exploring educational and vocational opportunities therein. Helpful in such an activity would be such a poster as one put out by Chronicle Guidance Publications that carries the legend: "Interest in Math may lead to such careers as accountant, ...".

Occupational awareness can be correlated with other curriculum areas, indeed with all. I have already mentioned Science and Art. For language arts, children can write on the topic "If I Had Three Wishes, I Would Choose To Be". A computer math lesson would be a natural.

OCCUPATIONAL INFORMATION LESSON PLAN #1

Thomas Forte

I. Aim:

The overall aim is to launch a program of occupational information.
This lesson will serve as an introduction.

II. Procedure:

A. Introduction

Brief statement about
myself my role in school my purpose

B. Motivation

"I'm going to do something with you which is quite different
from any lesson you have ever had before. I'm going to help
you start to learn about the world of work."

Materials: Ornamental glass sphere about 2 inches in
diameter. Chinese fortune cookie.

Hold up 'crystal ball'. Elicit comments.

Idea: The future begins a few seconds from now. You can
do something about it.

Give fortune cookie to child. Have her break it and read
'fortune'. As above.

C. World of Work. "Let's start to talk about the world of work."
Elicit from class:

Synonyms for word 'work'
Number of different kinds of jobs in U.S.

D. Survey

Distribute Sheet 1. "I want to get an idea about how you
feel about certain jobs and careers."
Directions. Questions.

Distribute Sheet 2. "I want to see how much you know about
the educational requirements for certain jobs."

OCCUPATIONAL INFORMATION SURVEY (part 1)

FOR BOYS

Occupation	Prestige Rank (Importance)	Someone I Know Who Has This Job	Interest Rank
Electrician			
Carpenter			
Army Captain			
Teacher			
Machinist			
Lawyer			
Farmer			
Doctor			
Insurance Salesman			
Plumber			
Soldier			
School Supt.			
Grocer			
Banker			
Mailman			

OCCUPATIONAL INFORMATION SURVEY (part 2)

FOR GIRLS

Occupation	Prestige Rank (Importance)	Someone I Know Who Has This Job	Interest Rank
Clothes Designer			
Beautician			
Secretary			
Sales Girl			
Waitress			
Nurse			
Teacher			
Telephone Operator			
Doctor			
Office Clerk			
Artist			
Writer			
Factory Machines			
Laundry Worker			
Buyer			

OCCUPATIONAL INFORMATION SURVEY (part 3)

Check the occupations listed below that do not require a college degree.

diesel mechanic	bank teller
electrician	artist
engineer	computer programmer
aircraft mechanic	stenographer
tool designer	lawyer
registered nurse	office manager
psychologist	library technician
optician	librarian
stewardess	teacher
private secretary	tool maker
operating room technician	surveyor
practical nurse	TV serviceman
X-ray technician	chemist
social worker	pharmacist
medical secretary	store manager
dietitian	veterinarian
dental hygienist	motorman
school custodian	radio announcer
engineering aide	junior draftsman

OCCUPATIONAL INFORMATION SURVEY (part 4)

True or False

1. New York City has enough teachers but not enough bank workers.
2. Some High School graduates earn more money than some college graduates.
3. The starting salary of a New York City teacher is more than the starting salary of a New York City transit patrolman.
4. Today, a High School graduate who can type 50 words a minute can get a job starting at \$125 a week.
5. You have to be a High School graduate to get a clerk's job in a bank.

OCCUPATIONAL INFORMATION LESSON #2

Thomas Forte

Jobs vs. Careers

I. Aim:

To introduce and illustrate concept of 'career.'

II. Procedure and Materials

- A. Job-career: career (L. carrus car) course of continued progress; a profession for which one trains and which is undertaken as a permanent calling.
- B. Examples of career ladders:
 - (1) Clerical: different grades as at Western Electric
 - (2) Steno-typist: junior, senior, private secretary as at Chemical Bank
 - (3) Law: clerk, junior partner, senior partner, assistant district attorney, justice, judge.
- C. Implications for education, training, initiative.
- D. Class exercise: Filling in jobs on rungs of ladders.
 - (1) Department store: Vice-President, sales person, secretary, manager, president, buyer, assistant manager.
 - (2) Western Electric: clerical C1-C5, engineer, repairman, grades 1-5.

OCCUPATIONAL INFORMATION LESSON #3

Thomas Forte

(Follow up on visit to Dollar Savings Bank, Fordham Office)

I. Aim:

To acquaint class with some bank jobs.

II. Procedure and Materials

A. Motivation

Question: "True or false: there is a shortage of teachers but not of bank workers."

Show museum examples of money bills and coins: Chinese paper bills, U.S. \$ bill, gold eagle, 1837 penny.

B. Distinguish between commercial and savings banks.

C. Our visit to Dollar Savings Bank.

1. Introduce panel of 5 pupils who made the trip with me.

2. Panel's report

Workers seen: guards, tellers, bank officers, secretaries, data processing workers, vault attendant, maintenance men.

Unseen workers: messengers, telephone operators, machine operators.

3. Bank Career Ladder

Class exercise. Class fill in ladder on work sheet.

4. Education, training, benefits: Panel report.

5. Questions from class answered by panel and/or me.

LADDER OF BANK JOBS
(Lesson #3)

FILL IN JOBS ON LADDER

private secretary
teller
messenger
file clerk
president
steno-typist
maintenance man
officer
keypunch operator
computer programmer

OCCUPATIONAL INFORMATION LESSON #4

Thomas Forte

(Follow-up Lesson on Visit to Tel. Co. Office on Gnd. Conc.)

I. Aim:

To learn about telephone company jobs.

II. Motivation:

Hold up toy telephone.

Can I call someone on this phone? Why not? What makes a telephone work? (Many parts, wires)

Can a telephone work by itself? Yes, no.

At one time, it could not. (Operator: "Number, please!")

Can you name some of the people that make it possible for you to have telephone service in your home?

I took some of your 6th grade classmates to visit the telephone company office. They took us on a tour of the building. We saw many of the people who work for the telephone company. This panel of children who made the visit with me will tell you about the many jobs we saw there.

III. Procedure:

- A. First, the panel will give you some general impressions such as what they saw, whom they spoke to, what was the most interesting thing, was the trip worth while ...
- B. Girls will talk about jobs for women:
operator, computer, business representative, order processing, and various clerical.
- C. Boys will talk about jobs for men:
troubleshooter, framemen, switchmen, computer, guard
(Children will describe job duties to best of their ability and recall and instructor will supplement)
- D. There are many other telephone jobs we didn't see. (These and jobs mentioned by panel will be listed on board; or, a listing could be prepared and distributed)
account representative, coin collectors, cable splicer, line repairmen, men who check manholes for rodents, leaks, poisonous gases, and men who work on overhead lines. (There are still places in N.Y.C. where telephone lines are above the ground, and telephone poles, etc.)

- E. A telephone call is impossible without a telephone. Let's see how many jobs are made possible by the instrument we call a telephone.

equipment designer and maker,

installer who:

installs new phones or extensions
checks faulty phones
makes minor repairs on the spot
takes phone out for major repair.

- F. At Western Electric there are testers and assembly line workers who overhaul and assemble telephones.

- G. Activities:

Role playing, using actual Bronx directory and toy telephone.

One child asks for a number (her own).

Registering a complaint about service, bill, etc.

OCCUPATIONAL INFORMATION LESSON #5

Thomas Forte

(Follow-up Lesson on Trip to Lincoln Hospital with Classes 6-419 and 6-302)

I. Introduction

- A. Band-aid. "What is this?"
- B. Have any of you been to a hospital? As visitor; as patient?
- C. Do you know anyone who works in a hospital? Relative? Friend?
- D. What does the word "hospital" mean? Latin: hospes-stranger,
guest

II. Presentation

A. Let's talk about your experience in a hospital.

- 1. There were many people who helped you get well.
- 2. Can you name some you saw? Doctor, nurse, etc.
- 3. There were many more workers whom you did not see.
- 4. Let's think back to our visit to Lincoln on Tuesday.
(Elicit from class.)
- 5. Let's tell just what each one does and how he contributed to your recovery.

(After children have named as many as they can recall, distribute work sheets.)

- 6. On this sheet are some of the hospital workers we may have overlooked.
- 7. Let's pretend a child has been struck by a car and follow her course through the hospital from the time the ambulance arrives to the time she leaves the hospital.
Let's look at our sheet and check off all the people who will help her.

B. Career Ladders

Explain concept. Illustrate by having class fill in the 4 career ladders that can be found in a hospital.

- C. If there's time, have children give impressions and reactions to visit. Have boys enumerate male jobs and girls female jobs.

Follow-up Activities

Stories and pictures for scrapbook and bulletin board.
Article for school magazine.
Invite a hospital worker (relative or friend) to speak to children.
Send for literature. Show.
Hospital Careers conference at Lincoln in May.

HOSPITAL JOBS AND CAREER (Lesson #5)

Visit To Lincoln Hospital By Classes 6-419 and 6-302

doctor	social service case worker
nurse	housekeeping
clerk	mechanic
lab technician	procurement manager
security guard	dietician
messenger	interior decorating
typist	personnel
secretary	electrician
teacher	administration
telephone operator	therapist
pharmacist	recreation worker
Western Union	

Some Hospital Career Ladders

<u>Nursing</u>	<u>Clerical</u>	<u>Lab Technician</u>	<u>Social Service</u>

OCCUPATIONAL INFORMATION LESSON #6

Thomas Forte

Parent Role Model

I invited the father of one of our 6th grade black boys to speak to his class about his job. He is a conductor for the Transit Authority and is on the list for motorman. Since he had a fairly high-paying job with career opportunities, he would make a good role model for at least the boys in the class. The father in question, Mr. Dais, welcomed this opportunity to talk about his job and handled himself very well. The children were interested and asked many questions.

I introduced Mr. Dais and motivated the class with such questions as:

When were you last in the subway?
Does the subway train run by itself?

It takes many people to make a subway ride possible. Can you name some that you saw on your last ride? Well, there are many more people who work in the subway system and, in some way, make your ride possible. Most of them you never see or may be unaware of. Mr. Dais is a conductor in the New York City subways. First, he will tell you what he does. Then, he will name all the other people who also work in or for the subway and tell you a little about their duties, working conditions, etc. Listen carefully and try to think of some good questions.

Mr. Dais held up the key of the conductor's cab. He identified it and went on to talk about his job. He touched on such matters as:

1. problems of the job
2. responsibilities (conductor is in charge of train!)
3. requirements, educational and physical
4. test, training
5. promotional opportunities (to motorman, dispatcher)
6. benefits, salaries

He enumerated and described briefly such ancillary jobs as:

1. R.R. clerk (change agent)
2. assistant and chief dispatcher (highest position)
3. maintenance crewmen including porters, electrical workers, repairmen, carpenters, etc.
4. clerical (mostly women)

A question and answer period followed. Suggested questions, if not raised by the class are:

1. Are there jobs for women? (R.R. clerk, clerical)
2. Where can you study for the exams? (Delahanty Institute)
3. What is a civil service job, its benefits?

The Use of Bulletin Boards

1. The "seasonal" bulletin board

Christmas: Picture of Santa. Legend: The Christmas season makes possible many extra or special jobs. Can you name some? Pictures or children's drawings of these jobs such as mailman, store clerks, wrappers, toy workers.

January: Snowman. Legend: "Frosty says: 'All I can be is a snowman. How about you?'" Pictures and captions of 'man' jobs such as: mailman, fireman, draftsman, etc.

February: Pictures of Lincoln and Washington. Legend: These men worked for the government. Can you think of city, state, or U.S. Government jobs? Pictures and captions of such jobs as various civil service jobs. Show actual photographs, stressing black and Puerto Rican persons.

March: Large Red Cross. Legend: The Red Cross is people helping people. Here are some careers where people help people. Pictures, photographs, leaflets, of careers like health, education, etc.

2. Bulletin Board Account of Visit

"Our Visit to the New York Telephone Company on"
Photographs taken, stories written by children, appropriate printed material.

Conferences

1. Confer with all teachers on the grade to plan, implement and evaluate program.
2. Confer with individual teachers to plan visits, and evaluate lessons.
3. Include Assistant Principal and paraprofessionals in grade conference and the paraprofessional, if any, in the conference with the teacher.
4. Invite parents on the grade to explain program and to involve them actively (escorts on visits to plants, sites, speakers in the parent role model lesson).

Materials and Resources

With the help of the school librarian order books in this area. Set up a corner on Occupations in the library as well as a bulletin board.

1. Occupational Information File in the Guidance Office.
2. Manpower Trends.
3. Occupational Outlook Reprints.
4. Posters.
5. Free Materials such as listed in Highlights.
6. Brochures and pamphlets that children can send for after a particular lesson.

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VOCATIONAL GUIDANCE

P.S. #124

Mollye Cohen

VOCATIONAL GUIDANCE: P.S. #124

Mollye S. Cohen

1. A "Career" group was formed. They were 6th graders who represented their classes on trips and communicated to others what they learned. The following are examples of trips:

- a. Telephone Company
- b. The library
- c. An employment agency
- d. A bank
- e. A hospital
- f. A post office

2. Lessons on Occupations were done by the counselor in classes 2-2, 3-1, 3-5, and 6-1. The aim in all of the classes was:

- a. to have children think about vocational aspirations
- b. to learn about jobs within the school and in the community

This was done through Discussion

"How many different kinds of jobs are there in this school?"
"Guess." All numbers given were written on the board and then all the jobs were listed to see whose guess was most nearly correct.

Role-playing - pretend you are looking for a job. One child plays the interviewer and one plays the job-seeker.

Questionnaire - write about what kind of job you would like and why - write about the kind of job you would not like and why.

Pictures - draw a picture about what you'd like to be when you grow up.

3. Teachers discussed jobs before and after a trip.

4. Each teacher was given an S.R.A. booklet "What Could I Be?" for ideas to be used in the classroom.

5. The counselor shared with the teachers evaluations of field trips in the form of "MEMOS".

MEMOS TO TEACHERS

Mollye S. Cohen

As an example of communication from counselor to teachers, the following is the first memo sent to staff:

Memo #1

I am currently participating in a Vocational Guidance Institute limited to District #7 teachers and counselors. We have been addressed by older students, Local School Board members, business representatives, Manpower consultants, etc. All emphasized: a- the need to improve and develop within teachers and counselors knowledge concerning the world of work in the metropolitan area, b- techniques for promoting occupational awareness in a classroom setting starting with the kindergarten, and c- a desire to help all children to achieve.

There is a real growth of occupational opportunities for minority group youth and this should be publicized and used as a motivational factor for children to get ahead.

All of us should try to relate the various curriculum areas with occupations. One method of relating jobs and careers could be done in connection with class trips. The children would gather information such as:

- "How many kinds of jobs are there at
- "To get a job here....you must know.....
- "The starting salary for a is
- "The hours are from to
- "In order to get a raise in salary, you have to
- "Some people in jobs use
- "I'd like to do the kind of work that
- etc.

Years ago, the lucky break was to get a job, any job. Today, there is a shortage of capable people in nearly every field. Despite the increase in the number of graduates each year, the demand for them has recently exceeded the supply. However, not everyone is accepted. Our children should be aware of the qualities that are helpful in any kind of work.

All employers expect a basic background preparation. (Some boys and girls cannot function as file clerks because they do not know the alphabet.) All applicants for jobs should be able to fill out an application, should make a clean appearance, and should show a willingness to work.

On a field trip to the Chemical Bank of America, we learned that there are about 140 different types of jobs employing about 13,000 people. Because of the great percentage of turnover, there is always a demand for the high school graduate. The entry salary is low, but there are many fringe benefits and a training program with the possibilities for advancement. Many new recruits are minority group youths. Since then, I have asked some of our children how many different kinds of jobs there are in the school and I was amazed that the guesses were from 100 down to 29. This could be another suggestion for a career discussion.

CLASS EXERCISE

Mollye S. Cohen

An exercise by class 3-1:

The following list was compiled by the class in answer to the question, "If I went to an agency or a company to look for a job, these are some of the things I'd like to know:

1. How old do you have to be?
2. How much do you pay?
3. What kinds of jobs do you have?
4. How big (size, height, weight) do you have to be?
5. Where is the job? Where do you have to work?
6. Do you have to be trained for this job?
7. How many hours a day?
8. What hours do you work?
9. What hours do you get off?
10. Do you train us?
11. How do you get there?

What kind of list would your class make up?

MSC/ 12/69

FIELD TRIPS

A. (New York Telephone Company)

Adela Rodriguez - 6-5
Jose Vasquez - 6-5

Miguel Robles - 6-3
Edward Calloway - 6-3

Eric Carr - 6-2

The name of the children were submitted by the teachers. The purpose of the trip was discussed with the children and they decided that they wanted to go. It was understood that they would tell their classmates what they had seen. (Originally, there were representatives from each class on the grade. That day, however, class 6-1 went on a trip, and the girl from 6-4 changed her mind about joining the group).

Our group was accompanied by a similar group from P.S. 25X. All of the children were prepared to ask questions of our hostess Mrs. McGrath, who met us in the lobby of the Telephone Building. Our own list was formulated by class 6-1. They were as follows:

What is the salary?
How old do you have to be?
How long is the lunch hour?
Is there a coffee break? How long is it?
Do they check school records?
Where is the job? Near or far?
Do they train you?
What are the hours? Day or night?

The tour of the building lasted about 2 hours. The boys and girls were complimented on their behavior because they asked many questions and kept their hands off the many fascinating machines. We met in the guidance office on 1-5-70 to discuss the trip. These are some of the things we learned:

1. The Telephone Company hires more people than any other company. Most jobs are open for women.
2. This office handles 450,000 accounts.
3. You have to be 16 years of age to get a job and do not have to be a high school graduate, although they prefer it.
4. There are many different job opportunities. College graduates are hired for executive level jobs.
5. Ability to get along with people is very important.
6. The work day is 8 hours with an hour for lunch and 15 minute coffee break.
7. Telephone operators start at \$84.50 per week and earn \$113.50 a week after 5 years. Repairmen and installers start at \$95.50 a week.

8. Other jobs and starting salaries are:
 - clerk - \$79.50 (Traffic service position)
 - representative - \$95.50 to \$132.50 (depending on education and business experience.)
 - operator of computer - \$121.00
9. There are many kinds of business machines. The company trains people to use them. They are:
 - 360 I.B.M. computer
 - Sotus machine (for orders)
 - I.B.M. key punch machine
 - Assorting machine
 - Bursting Bills machine
10. They try to place you in the office close to your house.

Evaluation by the group

The trip was educational because we saw and learned many things. On the other hand, the children felt that it was rushed. They did not stay in any one department very long, and they did not have a chance to sit down. They would have liked to sit while they were asking questions and they would have liked to eat lunch in the employees' cafeteria. They ended the meeting by asking "When are we going to another place?"

B. (Public Library)

Participants

Glenda Herring - 6-1
Eric Carr - 6-2
Iris Lopez - 6-2

Edward Galloway - 6-3
Barbara Whitstyne - 6-3
Miguel Robles - 6-4

Prior to our visit, we met and discussed our aims of the trip. The children were aware that this trip was all about jobs in a library and not "where to" or "how to" find books. They had questions which they prepared in advance such as:

"How old do you have to be?"
"What is the salary?"
"Where do you work?"
"How many different jobs are there?"
"Do you have to take a test?"
"How much vacation do you get?" etc.

We were greeted by Miss Mary Conwell of the South Bronx Project, and these are some of the things we learned:

Librarianship is an open field with many facets. To be eligible for a job in business, schools, hospitals, and in the public library, you must have a masters degree in library science with some background in foreign languages.

As a librarian, you can work in the adult library, children's library, foreign language room, record room, reference room, film and microfilm rooms, etc. As a children's librarian you read and review children's books, order books, have a story hour, a film program, a puppet show, have class visits with schools, etc.

The career ladder is librarian, assistant branch librarian, branch librarian, borough supervisor (over several supervisors within one borough), etc. A test and interview are given.

However, other positions are available. They are:

- a page - keeps books in order - must be a high school student and at least 14 years of age. A page can't work evenings, must have working papers, and usually works from 3 to 6 P.M. The salary is \$1.40 to \$1.60 per hour. This job is obtained through an interview.
- a clerk - needs a high school diploma, takes a test (typing), and works 35 hours a week - some evenings included. The starting salary is \$5000 per annum - 4 weeks vacation per year and 1 day sick leave per month.
- information assistant - this is a new position.
- accountant
- nurse
- writers for publicity and public relations

More and more men are going into this field so that is not unusual to walk into the library and find men checking books or giving information.

In order to get a promotion, you must take seminars for 6 weeks and hand in assignments.

Cadet Program - This is a federally funded program where college students in their junior year get summer jobs in the library. This is a way in which to interest college students in library careers.

Though this is not civil service employment, there are just as many benefits - dental and medical plans, and a pension.

Evaluation by the group:

"We learned where to find books about jobs."

"I'd like to be a librarian."

"It was nice. We could sit. Not like the telephone company."

"I liked the puppet the lady showed us. I like to make puppets."

"I learned a lot."

Specific evaluation by one student:

Iris Lopez
P.S. 124

Class 6-2
2/4/70

"How many jobs can you find in a library"?

You can find many different jobs like. Being a Clerk you have to have a High School diploma in order to get the job. Also you have to know how to type. Another is a Page. You have to be 14 up and be able to know where the books are at.

Being a librarian you start to work at 9:00 to 5:00. You go to lunch at 12:00 and come back at 1:00.

Also there is an information librarian. He or she will give you whatever information they can give. He or she works behind a desk. He or she also starts to work the same time as a librarian. In a library there is a Boss. Just like any place. The Boss works like any other Boss, he or she does the same job like any boss. One more thing you get paid \$5,000 a whole year. You get 4 weeks vacation. Here is a Career Book. So you may look or read it if you wish.

Career in Social Work
By Frances A. Koestler
number J 361

Well this is all I have to say.

C. (Lincoln Hospital)

Participants

Andre Melvin - Class 5-1

Denise Merritt - Class 5-1

Glenda Herring - Class 6-1

Harriet Waldon - Class 6-1

Christopher Jenkins - Class 6-3

The children's reactions to the trip follow:

My Thoughts and reactions on Linchon Hospital

I think Linchon hospetal is a very good hospetal because the way they work out things. When you go they you don't find everthing mix up because the have every department you can think of. for example Mrs Miller a very nice lady who works there she takes care of Social departnents. She helps and aid the sich. The machnchines and insrments were very complicated to inderstand. Some people say Blachs can't get a Job in the places they would like to worh. but if you go to Lincoln hospetal you will find mosly blach. the was a lady there and you might call her the boss of all boss and she was blach. So it only goes to show you can be better than the other. At Lincoln hospital to aply for a Job you have to have a high school degree and a high School graduate and to work with different machines you have to take certin chores. I think Linclon hospetal will be one of the best hospitals in nations.

Denise Merritt
class 5-1

3-12-70

Report on Lincoln Hospital

We saw many different things. We saw important machines. We learned a lot. They told us that there are 2000 people working there and 150 jobs. It is good to go to a hospital and see what its like to be a vistior and find out important things. I liked the trip very much. I liked how the people treated us. One explained the different things - but I didn't understand some of the words they used. Many of the things are very surprising. I really think it was good.

P.S. 124 Bx. N.Y. Harriet Waldon

March 12-1970

This Is My Story of Lincoln Hospital

Thay have three hunder Beds in Lincoln And you Father Cannot exainine you if he Was A Doctor. The people Who live there Are Called house Saff. The lunchs Are 30¢ And there dinners Are 40¢ And this Is What I like about Lincoln Hospital Is the Hospitality And Miss Milar I Would like to Work ther one of these days Frist I have to have a Hide school Education And may be two years of College The End.

School 124, Bronx New York by Christopher of Class 6-3

Lincoln Hospital

When we went to lincoln, We did not expect to see so many fabulous things. We even had a guided tour of the Hospital. The people there were very nice. We went into the chapel and talked awhile, then we went to the employ's lounge to finish our lunch. We stay for a while then left.

While we were the we went to the lab and learned many new things. We saw how they typ blood, the mesurer of your heart any lunges. We also saw an oxer-meter. We saw how they look at your exrays. It was a very interesting trip. It was fun learning. They had a lot of black people there which we thought we would see whites. I closing this letter saying Lincoln Hospital is a nice place.

P.S. 124 Bronx
Class 5-1

Andre L. Melvin
March 13th, 1970

Report On The Trip To Lincoln H.

When Glenda, Denise, Harriet, Miss Cohen, Christopher, and I had visited to Lincoln Hospital we saw many complicated machines and instruments. There was one machine that will pump gas into your lungs and to see if any difficulty is in your lungs the gas is not harmful to the lungs. Another machine would measure your blood and to see what type of blood you have. (Please excuse me if I do not give you the information of the names of the machines). Another machine finds out if your heart is functioning allright. Most of all I liked in the hospital was the chapel the place where doctor's have church services, where they take X rays of body diagrams, in the chapel they give conferences. The population of Lincoln Hospital is 2,000 doctor's, nurses, etc. The hospital has six floors for active care. I thank Glenda Herring, Denise Merritt, Miss Cohen, Harriet Walden, Christopher Jenkins for inviting me to go on a wonderful trip. My own opinion of this trip is a lovely one. I loved every moment of it. I'll have to close up my report now. I also thank the staff and executives for letting me come in and spend my time with them. So thank you. Happy 70's.

D. (Sachs Quality Stores)

Our Career Group took a trip to Sachs Quality Stores warehouse on Bruckner Boulevard. Glenda Herring and Harriet Walden of class 6-1, Christopher Jenkins of 6-3, and Denise Merritt and Andre Melvin of class 5-1, were in the group. Our hostess was Miss Solomon, and she was delighted with the children. They behaved well and were interested. They asked questions about the various jobs and machines. Their reactions are included in the following pages.

Subsequently, they discussed their trips with children of class 5-2, and the consensus was that hospital jobs are more to their liking.

My trip to Sachs

When I went to Sachs I liked it a whole lot. We learned many things. We learnt how to use computers. All different kind of things and machines. The people there were kind there are many people employed there. It was a wonderful trip. I think some other people would like to go on some trips that we have went on. I think that they were all Wonderful.

Harriet Walden

Sachs quality

Miss Cohen Wented to Sachs quality April 14 1970. I Went with her. When We got that Mess Solomon showed the class around. It Was a very exsenting place. I never though that you Would have to know all the things like reading Writeing Math and spelling to work some of the machines. Thay have some good machines. I mean it was A exsenting But I like loncon Beast of all so far.

My Slory of Sachs quality

by Christopher Jenkins
of Class 6-3
Room 213

P.S. 124 Bronx
Class 5-1

Andre L. Melvin
April. 20th, 1970

My Report on the trip
to Sach's Warehouse

When I went to Sach's Warehouse I saw many things. that I would never dreamed of seeing. There was one job that I really loved. It was the one that a man would print signs to put up in other stores. The jobs that were there were very fascinating and exciting. The warehouse ships furniture to the stores from there the sell the furniture. One job that was very fascinating was the one that handeled the envelopes and mail. The trip was very exciting. I thank Mrs. Cohen for letting me accompany her. Thank you.

My Trip to Sach's

When I went to Sach's I thought it would be junky But! It wasn't it was beautiful. The people were very kind. They gave us some of there Time to talk to us. They told us about countulator and stamp machines and many other the things. I even got a paper, stamp!! The part I didn't like was because we couldn't sit down, but the trip itself was nice.

Miss Glenda Herring

VOCATIONAL GUIDANCE

I.S. #38

G. Brown
D. Chavious
A.B. Cohen
G. Linder
H. Schnall
B. Webb

VOCATIONAL GUIDANCE: I.S. 38

G. Brown
D. Chavious
A.B. Cohen
G. Linder
H. Schnall
B. Webb

I. GUIDANCE DEPARTMENT:

A. The general aims for the Vocational phase of our guidance program for the seventh grade classes at I.S. 38X are as follows:

I. To promote:

- a. Vocational awareness and direction.
- b. Parental education and cooperation.
- c. Community education and cooperation.
- d. School personnel education and cooperation.

B. The specific aims are:

I. To provide each pupil with proper assistance:

- a. In making wise choices of subjects and activities.
- b. In planning for his continued secondary education on an academic and/or vocational level.
- c. In comprehending the educational, vocational and social aspects of our changing world.

II. To secure proper cooperation:

- a. With school staff members, parents, guardians and parent-teacher groups.
- b. With public, parochial, and other private schools and colleges.
- c. With public and private clinical services and with business, welfare and other social agencies.
- d. To provide for an evaluation of this phase of the guidance program through study and follow-up.

With school personnel, the project had to be "sold" to the participants because their active involvement is essential. Lunchtime conversations elicited faculty attitudes, expectations, and specific needs.

C. Specific needs have tried to be met through the following ventures:

I. Offering teachers aid by supplying them with:

- a. Bulletin Board material.
- b. Volunteering to demonstrate the techniques for presenting group guidance lessons.
- c. Discussing the various vocational programs that are being conducted at the junior high school level as appears in current guidance literature.

- d. Serving as a resource person for vocational education information and material.

D. Materials used are:

1. Frequent letters to parents describing in depth planned activities and encouraging receipt of on-going evaluation and cooperation.
2. Adapted follow-up inventory forms for objective evaluation of each activity conducted in the project.
3. Lesson plans for orientation of teachers and students as to "what to look for on visits to Equitable or cultural places."
4. Library of Pupil References material which includes bulletins, SRA kit material, pamphlets, etc.
5. Library of Teacher References material which includes SRA library, textbooks, varied vocational free and inexpensive materials as distributed by such companies as:

Western Electric
B'nai B'rith Vocational Service Bureau
Glamour Magazine
Ladies Home Journal
Mademoiselle Magazine
Seventeen Magazine
U.S. Office of Education, U.S. Government Print Service
U.S. Department of Labor, U.S. Gov. Printing Service
The Vocational Advisory Service in New York City

E. Procedures used:

1. Buzz sessions
2. Role playing
3. Giving inventory tests (adapted)
4. Group projects such as submission of articles to the school newspaper following each activity.
5. A group put on a Christmas show at Equitable which was put on video tape.
6. Visits to business
7. Cultural trips. (Participants saw the Christmas show at Radio City and visited the Rockefeller Center skating rink)
8. Individual career folders
9. Presentations at the school by representatives from the business world.
10. Presentations by former students.
11. Visits to colleges.
12. Class 7-19 is involved in developmental counseling sessions. While vocational guidance is not the primary aim for these sessions, vocational topics are explored in a non-structured informal manner.

For example, in one of the early sessions the terms goal, education, jobs and working papers came up accidentally while discussing a school based problem.

In exploring the various aspects of these terms, as related to the presenting problem, it was noted that a desire for more vocational information was generated.

To meet this need, this group made visits to places of business, including some located in the immediate community. The participants developed career folders. Each child got all the information he or she could on an area that seemed particularly interesting for individual folders. This information was shared with other seventh graders, in an Assembly program centered around the theme of vocational planning.

This group also submitted articles to the school newspaper on what they found that might be of interest to others.

13. Special project

One Guidance Counselor was assigned to initiate, conduct, and coordinate activities which included classes 7-1 and 7-3. This program included:

- a. Planning sessions with Equitable Life Assurance Society employees and school staff for the 1969-70 program.
- b. An orientation luncheon for parents, former participants, Company representatives, District Office personnel, teachers and administrative staff members of the school.
- c. A monthly visit to Equitable Life Assurance Society which included:
 - (1) Scheduled visits to each different departments at the Company by small groups of students. On these visits students were encouraged to talk with the workers they met. In this way they were able to secure, on the job in depth information on such questions as; what training was needed to get the job, what the pay was, how one gets ahead on the job, etc.
 - (2) Lunch with assigned Company personnel referred to as Big Brothers and Sisters. Here informal chats were held about what had been seen on the tours and a feeling of close relationship developed.
- d. A monthly cultural venture to such places as NBC, the U.N., Mystic, Conn., Radio City Christman Show, The Man from La Mancha. For May and June trips were made to a college campus, and to Conn. to see a Shakespearean presentation.

On each of these trips students observed the wide variety of jobs that are available in our many faceted world today.

- e. Monthly visits by representatives from Equitable to the school where small group career guidance sessions are held.

During these sessions poorly motivated students, potential drop outs, subject teachers, Guidance Counselors, Grade Advisers, Deans, and gifted students were included in the round table discussions.

The participants in small groups, were able to exchange views as to job expectations and actual job requirements.

- f. A faculty conference devoted to the topic "Business and Schools: An Experiment in Vocational Guidance."

The panel was composed of: Mr. Walter Kurtzman, District Coordinator, Vocational Guidance, Mrs. Dolores Chavious, Teachers, VGI member, Mr. Edward Chave, Second-Vice President, Equitable Life Assurance Society, Mrs. Rose Hunter, Local School Board Member, Dr. Nathan Young, Guidance Supervisor, District 7, and Mr. Chester Slocum, Assistant Executive, Equitable Life Assurance Society. Mr. Richard W. Topp, Assistant Principal in charge of Guidance at I.S. 38 chaired the meeting. Mr. Berkman, Principal of I.S. 38 opened the meeting.

- g. Pre-visit orientation and grouping sessions held with classes 7-1 and 7-3 students and homeroom teachers.
- h. Follow-up review and evaluation sessions conducted with students and teachers involved.

II. LANGUAGE ARTS DEPARTMENT

1. Student reports to class concerning occupations that interest them.
2. Interviews with people in the field of work the students are concerned with.
3. Factual informative lecture.
4. Class discussions concerning occupations and the value of work.

III. SOCIAL STUDIES DEPARTMENT

1. Reading of stories re: several occupations - people starting out with little and eventually succeeding.
2. Canvassing of neighborhood stores and business re: opportunity and requirements.
3. Looking at classified ads to understand what they are like.
4. Planned trips to airport/brokerage house to see different jobs and different surroundings.

IV. CORRECTIVE READING DEPARTMENT

Stage I

Student Awareness

By taking sections of the classified Want-Ads in the Daily News, New York Post and New York Times, we have been able to bring about a good deal of awareness of the business world.

The various sections of the classified ads are studied in detail. Examples: job agencies; job types; training; etc.

The second step, will be selection of jobs; research into what that job means, role playing during interview.

V. MATH DEPARTMENT

1. Trips to neighborhood finding out about jobs.
2. Short description of a person then a list of jobs. Students pick jobs person would like and not like - discuss why.
3. Students discuss jobs advertised in newspaper.

VI. EVALUATION

Evaluation should elicit from the students their attitudes about the following questions:

1. Why do people work?
2. Do different people give different reasons?
3. What do people in different occupations say they like best about their jobs?
4. What do they like least?
5. Would they choose something different if they could start again?
6. What is an interest?
7. How does it differ from a talent?
8. Why would you work?
9. Are there any jobs you are sure you would not like?
10. Why?
11. Are there any occupations you would like but think you cannot enter?

In addition the special project participants should be able to answer such questions as:

1. How many different kinds of jobs do they have at Equitable?
2. How many people were there employed in each job?
3. What was the nature of the work done?
4. Are certain jobs declining or expanding?
5. What are the educational and training requirements?
6. How does one get the job?
7. What opportunities are there for advancement?
8. What are the weekly or monthly earnings, the vacation time, and health insurance benefits?

At the 7th grade level, occupational information will help a child learn about workers at the city, state, national and international level; it will aid him in seeing the interdependence of workers, and it will acquaint him with the abilities and qualities needed for successful performance on the job.

Parents can also be involved in a vocational awareness project at this level.

They can be asked to note the extent to which the child is observing how the workaday world operates. They can also report what opportunities their child has for observing butchers, mechanics, engineers, doctors, lawyers, etc.

Parents should be well informed relative to the value of the child's school record as an indication of his abilities and potentials. In an effort to get a child to accomplish more, parents have made such remarks as, "If you don't do better in your school work, you will have to dig ditches or clerk in the 5 and 10 for a living."

Regardless of the kind of work, the child should be taught to feel that the dignity of labor is in a job well done.

Our visits to business have pointed up vividly the fact that in both job placement and promotion, many employers often put greater weight on personal qualifications than they do upon skill and knowledge.

Since the foundation of promotion policies frequently is the result of the worker's possession of specific personal characteristics, such as punctuality, industry, neatness, cheerfulness, trust-worthiness, and cooperation, the need for developing such qualities has definite significance for parents and teachers.

VII. LIMITATIONS

A problem in incorporating vocational guidance information into the curriculum is the number of inexperienced personnel. Some of our teachers have not taught for a long time. They are experiencing difficulty (as do most teachers) in teaching the required curriculum. It would be extremely hard for them at this point to bring in vocational guidance techniques and/or lessons when they are just beginning to get a foothold.

As far as communications with teachers, it is imperative that supervisors take an active role. If the supervisor is willing, departmental conferences can be used to communicate ideas and information. Conferences can also serve as a place to share ideas and techniques and to indicate which methods are working and which are not. Moreover, conferences can serve as a follow-up period to check on teachers, what they are doing, and to make future plans.

At "38" the Guidance and Social Studies Chairmen have been cooperative. This cooperation has led to the more experienced personnel incorporating vocational guidance material into their lessons, especially in the area of Urban Studies. As each of the topics is covered in the Urban Studies, the occupations which are involved in the area are discussed.

SAMPLE LESSON PLAN: #1

Bernice Webb

Broad topic: Occupations

Specific topic: How do you choose a career?

Technique: Buzz session

Counselor relates information gleaned from a recent study: 80% of people working in their jobs today (1964) are unhappy about their choice of jobs.

Set up buzz sessions to answer questions:

- a) Why do you think these people are unhappy?
- b) What are some of the things that would make you happy in your job?
- c) How should you go about selecting a job?

When students report back, there should be a summarization of the answers to each of the questions.

Followup:

- a) Invite guest speakers from community to talk about their jobs.
- b) Pupils can take a particular area, e.g. medicine, and note the different jobs in this particular area and the levels of education required for M.D., nurse, laboratory technician, x-ray specialists, etc.
- c) Pupils can interview different members of the community, asking the same three questions.
- d) Visit to a place of business followed up with a report on jobs seen and discussed during the visit.

SAMPLE LESSON PLAN: #2

Bernice Webb

Topic: How Can I Get a Bird's-Eye View of Possible Courses and the Careers to Which They Lead?

Technique: Group Discussion

Counselor reads a poem that describes all the high schools in New York City (May be secured from the District Office).

Possible questions Counselor may use as a follow-up on material that was covered in the poem:

- a) How many types of high schools are there?
- b) What does each lead to?
- c) What courses does each high school give?
- d) For what kinds of job or further training does each course prepare?
- e) What subjects are included or emphasized in each of these courses?

Career Discussion

Quote number () different occupations listed in the most current issue of the U.S. Census Report.

- a) What are some major differences in various occupations? (Include training required, skill required, whether working primarily with people, things, or ideas, whether work is outdoors or indoors, and so forth.)
- b) What should I know about the occupations I am considering -- what the worker does; what the conditions of work are; what the pay is; what the advantages and disadvantages are; and so forth?

Suggested follow-up activities:

- 1. Study of high school literature.
- 2. Visiting high schools.
- 3. Hearing speakers from high schools.
- 4. Talking with present high school students about their courses and how their courses fit in with their plans.
- 5. Talking with successful men and women (including parents) about their jobs and the courses in high schools they feel helped them.
- 6. Seeing films about jobs and holding follow-up discussions on them.

SAMPLE LESSON PLAN: #3

Georgiana Brown

High School Preparation

Each eighth grade student is given a Directory of Public High Schools in New York City. Along with the Directory, each student is also given a fact sheet which tells all about the high schools and the courses offered. The high schools on the fact sheet are the high schools available to the students, due to zoning regulations. The fact sheet is used by the counselor with every eighth class. It is carefully discussed so that the students become aware of what course of study is offered by each school. This is done so that the student gets a better idea of what is being offered. Through this it is hoped that when the time comes for the student to make out a high school application, they will be able to make a wise choice.

Not only is it necessary to enlighten the students about the high schools, it is also necessary to inform their parents. The parents must sign all applications and therefore it is important that they know about the schools in advance. This is accomplished through a special parents' meeting for the parents of eighth grade students. The counselor explains in detail, what courses are offered, special courses, if any, the kinds of jobs available to the student in certain courses. The parents are also told about the College Bound Program, and the courses which lead to matriculation into college, with the advent of open enrollment.

Thus the parents and the students are aware of all that is being offered in the high schools and what is available upon graduation from high school.

Many of the students (girls) have expressed interest in a business career (secretarial studies). In order to give them an idea of just what they would have to know to attain these goals, we asked one of the school secretaries to speak to a group of girls (30). Mrs. Moss addressed the girls concerning her training and the skills required of her.

In order to give the girls a more vivid illustration of the skills required, I dictated a letter to Mrs. Moss. Mrs. Moss took the letter in shorthand and we passed around the pad, (shorthand) so all the girls could see. She explained all about the symbols and the necessity for good grammar. This is extremely important because poor spelling and punctuation could ruin a letter.

After the girls had seen the letter Mrs. Moss transcribed the letter. The girls were amazed to see how fast she typed and that she did not stare at the keyboard, while she was typing. The students needless to say were quite impressed by the whole presentation. Afterwards the students asked Mrs. Moss several questions. The students were then given a sheet listing the kinds of courses they would have to take in order to become a secretary. It also indicated the kinds of schools that would give advanced training after high school (Business Schools). The girls also were informed that many companies hire now, and train you on the job in various skills. It was pointed out, however, that you must meet certain requirements set up by the companies. In many instances college education is offered and paid for by many companies if you are proven eligible (attendance, ability, willingness and responsibility).

SAMPLE LESSON PLAN: # 4

Aim: How do we fill out a job application?

Motivation: If you went to an agency for a job what would you have to do? Why?

Procedure: 1. Give out sample application
2. Fill it out step by step with the class

Summary: Why is it important to fill out an application correctly?

SAMPLE JOB APPLICATION

1. Name _____
2. Address _____
3. Schools Attended _____ Year _____
Elementary _____
J. H. S. _____
H.S. _____
College _____
4. Previous work experience _____

5. Position Desired _____
6. Why did you choose this job? _____
7. Name & Addresses of 2 references (one for your character, one for your
ability in the job)

8. In about 25 words describe what type of person you are:

SAMPLE LESSON PLAN: #5

Aim: Why do people accept and reject jobs?

Motivation: (1) Ask students what jobs they want and why.
(2) List jobs that students would not want and ask them to explain why.

Procedure: (1) Give out rexograph sheet.
(2) Discuss each case study getting various points of view.
(3) List student responses on the board.

Summary: Why do people accept certain jobs and not others?

GENERAL CASE STUDY

All of these jobs are available, tell why you would or would not take them.

1. Your aunt needs a baby sitter for her three children. She will give you \$20 a week and room and board. The children's ages are 3,6,7.
2. You will have to move to Pennsylvania to get a job paying \$2.50 an hour.
3. The job you wanted in the company has just been taken and the only one available pays less.
4. Your uncle needs help on his farm and will give you room and board.
5. You will have to get a driver's license to work.
6. The starting salary is low but if you pass tests during the next few years you will receive raises and be promoted. The pension is good.
7. The company will not accept you unless you have been in the armed forces.
8. You can get a job with the city but you will be walking for 8 hours.
9. You are going to college and are offered a part time job from 8 P.M. to 12 P.M. in a fruit store.
10. You are offered a salesman's job that pays you 25% of all you sell and \$40 a week salary.

SAMPLE LESSON PLAN: #6

Dolores Chavious

Afro-American History Lesson Outline

Aim: What kind of skills did the captive Negroes bring to the New World?

Motivation: "Negroes were thus the technological element in early Brazilian society. I have seen, Ewbank wrote in the middle of the nineteenth century, slaves working as carpenters, masons, pavers, printers, sign and ornamental painters, carriage and cabinet workers, fabricators of military ornaments, lamp-makers, silversmiths, jewelers, and lithographers." (Davidson-The African Slave Trade)

Procedure:

1. What kinds of jobs have we always associated with slaves?
2. Why have we been under this assumption?
3. How would you describe the jobs you have just read about?
4. Where did the slaves learn how to perform all of these different jobs?
5. Who taught them the necessary skills?
6. How did the slaves early environment force him to learn these skills?
7. What kinds of jobs did the captive have in his homeland?
8. Why was it easy to transfer this learning to the New World?
9. If you wanted to have the jobs had, where would you obtain the skills?
10. Why wouldn't your family or age-group have these skills?

Summary: It has been said that whether in bond or free, it was the slave who led the way in the New World. Why?

Homework: List all the jobs the slaves held in the New World.
(Use your texts and the rexographed sheets)

SAMPLE LESSON PLAN: #7

Dolores Chavious

Group Counseling

I used class 8-3. The entire group is seated in a circle. We (the students and myself) decided that we would like to discuss their futures. With this in mind each student was asked to answer three questions, based on the premise that they were all twenty-one.

The three questions were as follows:

1. What would you be doing? (kind of job, school, married)
2. Why did you choose this over some other things?
3. What did you have to do to become this? (Whatever they had answered to no. 1)

Most of the students chose some form of professional activity or college. Three of the girls said that they would be married. When queried about why they felt that they would be married they indicated that this is what they felt that their parents would want. Two of the girls said that they really did not want to be married at that age. In terms of the occupations they selected, many indicated that they chose that particular profession because that's what their parents wanted them to grow up to be. The ones who chose the more "glamorous" professions, chose them on the basis of having seen it in some form of our mass media. It must be noted that 8-3 is an above average class, because in response to number three they all knew what it would take to achieve their goals. They knew whether it would take advanced schooling, on-the-job training, or whether it would be necessary to have some special school training for a limited amount of time after graduation from high school. Not one of the students selected any job that would be described as dirty or menial labor. Their aspirations were very high.

My role was one of a listener. I made no value judgments whatsoever. My only active participation came at the very end of the session, when they wanted to know why I chose to become a teacher. I told them the complete truth, even that as a child and as a college student that I did not think of teaching until very late.

I came out of this session aware of many things:

1. Most of them wanted to be what their parents wanted them to become.
2. They all had high aspirations.
3. They were aware of many types of occupations. (I did not think they were before this session)
4. I got the feeling that their parents were trying to live through them.

SAMPLE LESSON PLAN #8

Dolores Chavious

High School Preparation

Each of the students is given mimeographed sheets listing all the high schools which are available, including the special schools which give admissions tests. Also are listed the courses offered, and what they can lead to.

Below is an illustration of a game played by the students, which lets us know what they know about the high schools.

What School

1. "Julia" is a nurse. What school could have prepared her for this?
_____.
2. "Marcus Welby" went to what school to be a Doctor. _____
3. Edward Villela is a ballet dancer, what school would show him how to perform the dance? _____
4. What school for Ironsides? _____
5. Josephine the plumber could have gone to? _____
6. Barney on "Mission Impossible" knows a lot about electric wiring, he might have attended? _____
7. Madge, the manicurist, could have gone to what school? _____
8. The Fifth Dimension with their great voices might have attended?

9. The cartoonist on "My World and Welcome To It," could have been a student at? _____
10. If "That Girl" wanted to learn fashion designing, what school would be best?

The game can be expanded to include many other professions and skills. It can be followed up by discussion of why one school over another school. It gives counselor and teacher an idea of what the student knows about the schools. Points are awarded for the right answers. We usually played the game with teams of students.

SAMPLE LESSON PLAN: #9

Dolores Chavious

Your ABC's and Jobs

A-----Aviator
B-----Bookkeeper
C-----Chemist
D-----Dietician
E-----Engineer
F-----File Clerk
G-----Guard
H-----Hostess
I-----Investigator
J-----Jeweler
K-----Knitter
L-----Locksmith
M-----Manager
N-----Nurse
O-----Operator
P-----Programmer
Q-----Quarterback
R-----Receptionist
S-----Secretary
T-----Teacher
U-----Underwriter
V-----Vice-President
W-----Writer
X-----X-ray Technician
Y-----Yeoman
Z-----Zoologist

Pick any three of the jobs you have listed. Find out through books, friends, family, newspapers, what a person will need in order to get the jobs.

LANGUAGE ARTS: SAMPLE LESSONS

Gerald Linder

This year I presented my vocational lessons in as broad a form as possible. I tried to give my students a general, as well as specific idea of the world of work. Introductory material consisted of questions and discussions such as: what do I plan to do after high school or college; what do I want to do with my life; what is the value or need for work; the various types of jobs; how to look for a job; how to keep a job; and the necessity of education. We read the New York Times want-ads to learn how to read the employment section and what actually do these ads say and mean. We listed jobs and what these jobs entail. We answered questionnaires on interests - 'What do I like to do most?' and 'What kind of job this interest implies.' For each job that the student thought might interest him we did research papers on that particular job - what skills are needed; what personality is necessary; what education is needed; what is the salary; what type of person are 'they' looking for; the advantages and disadvantages of the job; what will they be doing in ten and twenty years on that particular job; what potentialities can one achieve in the particular job.

We had a taped interview with a lawyer - the satisfactions, the pleasures, training, skills needed, etc. We had a student report on an interview with our social studies chairman - the requirements for teaching; personality, skills, education, etc. We had a lecture by a policeman who works for the 'community relations department' of the police force. We also had several student reports by students interested in particular professions and jobs. We also made use of the Occupational Outlook Handbook as a quick ready reference source. We also discussed the relative salaries of different occupations and how they compare after relative time spent at the job. Also the need and value of education - to further one's earning power as well as to increase his knowledge, appreciation, background and understanding.

We also went into specific case studies of individuals with particular problems, family situations, skills and interests. We tried to match these individuals with jobs. We also went over problems one might encounter on specific jobs and what might this person do to resolve these problems.

In other series of lessons we went over the different procedures and steps one must take in applying for and finding a job. We discussed thoroughly application forms and how to fill them out. We also discussed and role played the employment service interview, the job interview and some "do's" and "don't's" with respect to each one.

Certain situations were presented to the class - and the students were to decide on the technique and the success or failure of each applicant. Role playing on job interviews were conducted and evaluated by the students. Cartoons were presented to students and were evaluated by the students; i.e.-appearance, language, posture, manners, types of questions one should and shouldn't ask. I also presented dialogues to the students. Each dialogue was analyzed and evaluated and the success and failure of each applicant was determined.

We also discussed the first few weeks of a new job and what is expected of the new employee. We also discussed what one should look for in a job-salary, hospitalization, profit-sharing, pension, job potential and its meaning, pay raises and the advantages and disadvantages of a big business as opposed to a small business.

A brief sample of some basic aims of lessons follow:

1. How do we start to look for a job?
Motivation - Use of New York Times Employment Sections - what each ad really means.
Many different ads were analyzed as to what is said and what is meant.
2. How do I keep a job?
Motivation - Morris was just hired as a trainee, how can he make sure he will keep his job?
 - a) be on time - coming and going.
 - b) if you cannot come to work, call the boss and tell him.
 - c) do the work that has to be done, and more - if possible.
 - d) ask intelligent questions.
 - e) be polite, show respect.
 - f) be able to take criticism.
 - g) be well dressed.etc.
3. Who will get the job and why?
Motivation - Role playing of two applicants for the same job.
4. What jobs might I be suited for?
Motivation - Interest questionnaires and related jobs.
5. What is the Occupational Outlook Handbook and how can I best use it?
Motivation - Use and examination of the book.

SOCIAL STUDIES: SAMPLE LESSONS

Harvey Schnell

This year, for the first time, I incorporated vocational guidance in my social studies class. At the beginning of the year, my classes studied the problems of the city. One of the problems we discussed was that of employment. This gave me the perfect opportunity to incorporate vocational guidance. I gave the class a list of various occupations and we discussed them. We simply discussed very basic job descriptions. We also took a tour of the neighborhood to see the various jobs available in the community. One of my classes and I took a trip to the New York Times and a tour of midtown where we observed various occupations. When we returned to class we discussed what we had seen.

From this point, during the remainder of the year we discussed various topics relating to vocational guidance. On a Saturday, I took a group of interested students to a motion picture studio and production facility to see the various occupations available to them in the motion picture industry.

Over the semester we delved in depth into those occupations that the students were considering. We used the vocational library at our school and pamphlets from the guidance department. The guidance personnel, at our school, who participated in the vocational guidance institute were invaluable in directing my class and me to materials in the area of vocational guidance. They obtained information for many of my students in different occupational areas. They also spoke to the students about their high school choices as they relate to their vocational objectives. Since I teach ninth grade, we were able to discuss vocational objectives and their high school choices at length after they had been introduced to this by the guidance department.

Most of my students had not given very much thought to their future. Many of the students who did have certain occupational aspirations did not correlate their aspirations and high school choices. Through the vocational program established, we were able to put some students on the right course for high school. We made many students aware of occupations they had never considered before and directed other students into areas where before that had no ideas about the future.

I did not devote the entire time of vocational guidance on occupational fields alone. We discussed summer jobs and how to go about getting one. Through some of the agencies in the community we have been able to get students part-time and summer positions.

During the term we discussed various subjects which are a part of vocational guidance. Some of these were; how to get a social security card, minimum wage, educational qualifications as it relates to various occupations, salary as it relates to education and occupation, benefits and disadvantages working for a large company vs. a smaller company, what benefits to look for in your occupation and in the business you go to work for, how to find a job, why people take certain jobs over others, how to prepare for an interview, how to take an interview, how to read the want ads, how to keep a job, personalities and the job, where to write for job information, jobs for teenagers, college, what you should look for in an occupation, your interests and how they relate to your occupation, how to fill out a job application, employment agencies, school subjects and their relationship to future occupations and many others.

SOCIAL STUDIES: FIVE LESSON PLANS

Harvey Schnall

I. Aim: How do people go about selecting a job?

Motivation: Ask the students what jobs or occupations they are considering. Try to elicit the reasons they are selecting the particular job or occupation. List the reasons on the board.

Procedure:

1. Discuss the reasons on the board.
 - a) Are these good reasons for selecting a job? Why?
 - b) Which do you think is the most important reason? Why?
 - c) What reasons can we add to this list? Why?
 - d) How come there are so many different reasons for selecting a job or occupation?
 - e) Why do people select different jobs?
2. Give the students a rexographed sheet describing two or three people and ask them to list two occupations or jobs that might interest the persons described. Also, ask them to list one or two occupations or jobs that these people would not like. Give the students some time to read this and make their decisions. Next discuss with the class the decisions various students have arrived at. Below is an example of a short description.

John has just graduated from high school. He did well in school in math and English. He hates to sit in one place very long. He doesn't like working with his hands. John has many friends and gets along with people very well. He enjoys being with people.

II. Aim: How do you read a want ad?

Motivation: List on the board abbreviations that your students will know - Mr., Mrs., Dr. Ask them to explain what these abbreviations mean. Next put on abbreviations which many of the students might not know - oppty., advc., grad., hi. schl., etc. Ask for the meanings. Explain that you find many abbreviations in want ads in the newspapers.

Procedure:

1. Give the students a matching exercise. In one column list abbreviations constantly found in want ads. In the other column list the words. Let the students match the columns and then go over it with the whole class.
2. If they were looking for a job, ask them why it would be important to know these different abbreviations.

3. Give out a sheet with two or three job ads on it. Give the students a few minutes to look them over. Then ask the class various questions concerning the ad. Continue to question until each ad is entirely explained. Next ask various students to explain each ad entirely.
4. Give out a sheet with one or two more ads. Below each ad list all the abbreviated words and ask the students to place the abbreviation next to the proper word.

III. Aim: How do you take an interview?

Motivation: Role play is a very good motivation for this lesson. Select two students who will play the part of an interviewer and a job seeker. Give the interviewer some basic questions to ask and let them role play an interview situation.

Procedure:

1. Discuss the interview with the students. Ask if they would have hired the applicant. Let them explain why they would or would not have hired him.
2. Make a list, with the class, of the things the applicant did right or wrong. (You may have coached the applicant on certain points before the class)
3. Ask the students to present other points not listed and explain their importance.
4. Let the students discuss the importance of appearance and manner at an interview if they were not already brought up.
5. After all discussion is completed have the student compile a list of do's and don'ts for an interview. If necessary the teacher may expand on the list extracted from the students and let the class discuss the validity of the teacher's comments.

IV. Aim: What are some things to do in order to keep your job?

Motivation: The teacher can be a very motivating force in this lesson. Come into class a few minutes late. Have your tie loose and hair messed. Rush to the desk and allow a group of papers to fall from your book. If the class recently had a test tell them you were too tired to mark the examination. Yell at them for no apparent reason. After, ask the class to comment on the things you did.

Procedure:

1. Ask the class, If you were the principal and I did this every day how would you feel about me?
Would you want me to work at your school? Why? Why not?
How could I improve myself so that the principal would feel I am doing a good job?

2. Ask the class, what they think is necessary on any job. Why are these things necessary?
3. On the board put the title, "How to Keep a Job". Ask the class to list what they consider most important in keeping a job. The teacher should add with the class consent and discussion relevant points if necessary.
4. List the following or others that come to mind on the board.
 - a) "It's not my job. You do it."
 - b) "I'll call you back later Mary here comes the boss."
 - c) "I'm tired today. I think I'll take it easy."
 - d) "George, I could listen to your jokes all day."
 - e) "I just don't feel like working today. I guess I'll stay home."

Let the students discuss these in relation to the list previously compiled by them.

V. Aim: What are the different occupations I can choose from?

Motivation: Ask the students to tell the class about a job someone has in their family. List these on the board.

Procedure:

1. Give the class a list of occupations in various areas and ask them to check the ones that they have heard of or know something about.
2. After this is completed, go over the other jobs with the class. Do nothing more than discuss the types of occupations. Later in the term you can go into more particulars such as education, salary, benefits, etc. This lesson usually lasts more than one period and the students are very interested in learning about these occupations because for many it is the first time.

LANGUAGE ARTS AND URBAN STUDIES: SAMPLE LESSONS

Ann Beth Cohen

As a teacher participant in the 1969-70 Fordham University Vocational Guidance Institute, I have structured my teaching this year along the aims outlined by the institute. The curriculum in Language Arts and Urban Studies on the eighth grade level lends itself to vocational teaching.

The underlying and constant theme in the Language Arts class has been one of self identity: of finding out who you are, where you're at, and where you're going. The students read several anthologies - the best are the Xerox series (small books accompanied by logs and phonograph records) and the MacMillan Gateway Series (also accompanied by workbooks and records). The students have also read from Claude Brown's Manchild in the Promised Land, and Piri Thomas' Down These Mean Streets. They have explored the world of drug addiction and rehabilitation in The Silent Sound of Needles by Michael Zwerin and spoken to several ex-addicts who visited the school. My aims in teaching Language Arts this way have been to instill in these young men and women a feeling of possibility - a feeling of hope for what they might become - and an awareness of all the different job areas that exist. It has also been my aim to help them realize how swiftly and easily their lives and futures could be hurt should their determination and strength falter.

On a different level we have worked at improving those English skills of reading and self expression (both written and oral) that help make the attainment of career goals possible.

The new Social Studies Curriculum for the eighth grade is Urban Studies - which lends itself to vocational guidance. For each aspect of the "urban scene" studied there have been several vocational categories investigated. Information gathered through individual research and letter writing has been generally made available in the class library for interested people. The job categories have gone from those in the service areas, from sanitation to medicine, to the arts, from performing (with talks with a musician and dancers from the Lincoln Center Troupe) to production; to television (tie in with my own trip to NBC); to merchandising with correspondence with Black businessmen's association and conversations with businessmen in the neighborhood.

The excitement and concern for our environment allowed the students to see how many, many different people in different jobs shared the same responsibility and concern. They were able to see camera crews and reporters at work during the Earth Day celebration and used their own cameras and tape recorders to record what they saw.

Several other class trips, in addition to Earth Day, have been tailored to coincide with the vocational interests expressed by the students. After speaking with two nurses (a man and a girl -- the boys in class were skeptical about thinking about such a female identified profession) a trip has been arranged to Montefiore Hospital in the Bronx. Since several boys expressed interest in architectural draftsmanship an excursion to Van Courtlandt Park was expanded to include a tour of the mansion dating back to colonial times and a detailed account of its architectural intricacies. Since many of the girls and a few of the boys expressed interest in beauty culture a trip to a Beauty School on the Grand Concourse was scheduled.

Through class trips possible vocational interests have been fanned through experiences.

Utilization of in-plant personnel has also increased the vocational awareness of my students. I have found that several of my colleagues in teaching hold other positions which they were willing to tell the students about. In this way the class has spoken with a musician, a singer, a pharmacist, a lawyer, and a biologist. The music teacher, school policeman, school secretaries, cafeteria staff and custodial staff have been cooperative in making themselves available for discussion with my class. The Printing and Woodwork teachers have cooperated also.

A very important step in deciding upon a career faces every eighth grader when he decides on a high school. The teacher discussed with each student his particular aims and interests. A decision on the correct school had to be reached by meshing the student's interests, his abilities and potential and the possible choices. Many of my students have been encouraged to enter academic programs in high school as they expressed a desire to go to college. Several have received acceptance in College Bound programs. Others have been encouraged to pursue their interests in drafting, architecture, mechanics, and electrical engineering by entering a school that will give them realistic training in the field. All have been repeatedly told that the choices they make now don't have to be permanent and really should change as they get older and get a better idea of what they like to do.

A WALKING TOUR OF THE NEIGHBORHOOD

Georgiana Brown

How do people obtain jobs?

The tour is conducted with small groups of students. Six to eight students in each group. The students are instructed to enter stores and shops etc. and simply ask the people who are employed there how they got their job.

No other information was necessary. The students have been instructed on the importance of manners and behavior when entering the stores. The purpose of the tour is to illustrate to the students the many different ways there are of obtaining employment.

Outcomes

The students found out that there were many ways of finding a job. In the course of the tour, they also became aware of the different skills necessary in order to maintain oneself in a given job.

The students listed the following ways to find a job:

1. Through the Want Ads in the newspaper
2. Through relatives, friends, neighbors
3. Through the placement office at school
4. Through advertisements in the store window
5. Through training centers

This questionnaire is designed to help us find out more about students your age. The more we know about you and your plans for the future, the better we will be able to help you and other students your age.

1. How old are you?_____
2. What grade are you in?_____
3. What is your father's occupation? (Job) _____

High School_____

Trade School_____

Junior High School_____

College_____

Elementary School_____

4. What is your mother's occupation? (Job) _____

High School _____ Trade School _____

Junior High School _____ College _____

Elementary School _____

5. On my last report card I had:

Grades in the 90's	_____
Grades in the 80's	_____
Grades in the 70's	_____
Grades below 70	_____

6. After Junior High School I plan to: Go to a Vocational High School _____
Go to an Academic High School _____
Go to a Special High School _____

7. After High School I plan to: Work _____ Go to College _____
 Get Married Get job training Go into the Service

8. The three jobs I like most are:

1. _____
2. _____
3. _____

9. The three jobs I like least are:

1. _____
2. _____
3. _____

VOCATIONAL GUIDANCE

I.S. #139

S. Jay
H. Klumack
R. Miller
J. Pitkowsky
H. Pruitt
R. Shapiro

Overview of Activities: 1969-70

1.

The team developed resource activities that assisted the rest of the staff. There was an attempt to increase awareness of employment opportunities as a result of our exposure at the Vocational Guidance Institute. We collated observations and resource materials from our trips and shared them with others at the school.

2.

The team developed lesson plans for use by guidance and classroom teachers. Because of their limited experiences, the students needed exploratory units as a foundation for vocational planning. The general consensus of the teachers who participated in these lessons was that the children were not well-informed about the world of work, and generally lacked practice in relating themselves, their strengths, talents and feelings to that world.

3.

The team developed a year's Inservice Guidance course, with a complete listing of classes, bibliography and materials.

GUIDANCE LESSONS

R. Miller

World of Work

Lesson 1. Exploring the World of Work

- Matching Job Titles with their Meaning. (work sheet)
- 2. Occupations by Major Groups.
- 3. Kinds of Jobs available after (work sheet)
- 4. The Perfect Job. (work sheet)
- 5. Indoor and Outdoor Jobs. (work sheet)

Developmental Lessons:

Additional Topics

Interest inventory

Personal appraisal (Present records vs. Employee record)

Research into area of interest

Slow learner - Poster and booklet picture file

Occupational lists and families of occupations

Library lesson - How to find information

Application Blank

Social Security Card

Tips on Good Interview (how to interview someone and what can you do on your interview)

Speakers (former junior high school graduates presently at various schools in New York, and other guests)

Letter writing for: A) free vocational information (list being supplied to students) B) in response to a want ad

Development of vocational vocabulary list

GUIDANCE LESSON #1

R. Miller

EXPLORING THE WORLD OF WORK

As you come to school each day, you pass many people and places. Have you ever thought about how many jobs are done by these people and in these places?

You notice a bus full of people. How many different jobs do these people represent? How many can you name?

Although the word "Job" is a little one, it covers a big area.

You hear that a man is a tool maker. You think he makes hammers and screwdrivers. But what he really does is make parts for machines that do cutting and drilling. It takes a lot of skills to work in this job.

How many jobs do you know about? Try this short quiz.

I.

JOB - What kind of work does he do?

1. carpenter.....
2. stenographer.....
3. civil engineer.....
4. draftsman.....
5. nurseryman.....
6. veterinerian.....
7. pediatrician.....
8. copy writer.....
9. chiropodist.....
10. interior decorator.....

II.

JOB - Kind of work done on job.

1. carpenter.....
2. stenographer.....
3. auto mechanic.....
4. nurse.....
5. beautician.....
6. clerk.....
7. electrician.....
8. plumber.....
9. cashier.....
10. salesperson.....

How many jobs do you think there are in the whole country? Jobs are listed in a book called the "OCCUPATIONAL OUTLOOK HANDBOOK". There are over 22,000 jobs.

Different jobs have different characteristics. That is why certain people like certain jobs.

When we buy something or use a service (get a haircut, have the laundry done) we depend on a lot of workers. All jobs are important!

When you go to the grocery store, you see merchandise on the shelf.
Many people worked to make this possible:

(Elicit from pupils) farmers, laborers, sailors, canners, packers, truck drivers, cashiers, etc.

When you buy a coat from the store, who makes it possible?

(if wool - farmer
synthetic - manufacturer, chemist - patternmaker, designer, clerk,
truck driver, transportation, sales person, cashier, etc.)

Most people work for someone else and have a boss. Doctors and dentists and other professionals have their own offices and are their own bosses. Some businesses are run by one person or a few persons. Although some people don't seem to have a boss over them, they depend on many others to be successful.
Who? (customers, workers, etc.)

All jobs are important because we depend on and need each other.

MATCHING JOB TITLES WITH THEIR MEANINGS

R. Miller

<u>Job Titles</u>	<u>Job Description or Special Knowledge</u>
1. Counselor	a. sells things
2. technician	b. puts things in boxes
3. buyer	c. shows other people how something works
4. administrator	d. buys things
5. salesman	e. teaches others
6. demonstrator	f. advises or helps other people
7. packer	g. manages, directs, or governs affairs
8. instructor	h. is in charge of people
9. operator	i. runs a machine
10. supervisor	j. uses technical skill
11. electrician	k. takes pictures
12. florist	l. operates printing press
13. architect	m. prints a picture
14. baker	n. makes a cake
15. artist	o. makes a suit of clothes
16. receptionist	p. operates a machine
17. carpenter	q. cuts steaks
18. butcher	r. repairs lamps
19. barber	s. gives permanents
20. printer	t. writes business letters
21. tailor	u. uses a saw
22. beautician	v. trims beards
23. machinist	w. arranges flower bouquets
24. secretary	x. answers the telephone
25. photographer	y. designs a building

(Follow-up from Teachers)

Dear _____,

In order to ascertain the classes' knowledge and reaction to the "World of Work" - Lesson I - could you let us know how your classes reacted to Lesson I. (Awareness of Occupations)

Please indicate by classes and their responses.

	Level I			Level II		
1. KNOWLEDGE						
seemed to know a great deal						
had general idea						
had fair and vague idea						
knew very little						
2. ATTITUDES						
enthusiastic and very interested						
generally interested						
indifferent						
little response from students						
needed to be stimulated						
seemed to lack basic ideas and did not respond at all						

Please feel free to make suggestions and recommendations to us. Thank you.

R. Miller

COMMENTS:

GUIDANCE LESSON #2

R. Miller

OCCUPATIONS BY MAJOR GROUPS

I. Professional, Administrative, Technical

Jobs in this group usually require a long period of preparation at college and often require attendance at other schools after that. Examples: engineer, architect, lawyer, doctor, dentist, nurse, teacher. In technical occupations, people work with engineers, scientists, etc. Examples: draftsman, programmer, x-ray technician. People in administrative jobs run the nation's business, they manage organizations, they are often called executives.

II. Clerical and Sales

These workers do record keeping and paperwork, they handle communications through mails, telephones, selling. Jobs in this group include secretary, stenographer, typist.

III. Service Jobs

These workers give service to people, and help to make people comfortable, enjoyable and help to protect lives and property. These workers include cooks, barbers, beauty operators, police, detectives, practical nurses.

IV. Manual Trades (working with your hands)

- (a) Skilled Trades - must know their work very well. Usually receive intensive training. Example: auto mechanics, carpenters, electricians, plumbers etc. Some of these workers must spend some time as "apprentices".
- (b) Semi-skilled trades - These workers are sometimes referred to as "operators". Many work in manufacturing industries. They often are machine operators and assemblers.
- (c) Unskilled Trades - These jobs require no special training - usually they are jobs in the manufacturing, construction, transportation.

Vocabulary

Look up the following new words in the dictionary and write briefly their meaning.

- | | |
|-------------------|--------------------|
| 1. professional | 7. skill |
| 2. administrative | 8. apprentice |
| 3. technical | 9. assemble |
| 4. draftsman | 10. training |
| 5. stenographer | 11. manufacturing |
| 6. secretary | 12. construction |
| | 13. transportation |

Extra credit - Explain why a good job at 16 years of age may be a poor job at 30. Select four subjects and show their relationships to earning a living.

KINDS OF JOBS AVAILABLE

Junior high school	High school	College	Graduate school

III. A person who is married and has a wife and one child, (2 years old) will have what kinds of expenses and how much do you estimate he will have to put aside for each?

[illegible]

\$

\$

\$ _____

GUIDANCE LESSON #4

R. Miller

THE PERFECT JOB

What is your idea of the Perfect Job? If you could have a choice of any of the working conditions listed below; which ones would you choose? Put a circle around each of your choices.

1. An indoor job.
or
An outdoor job.
2. A daytime job.
or
A nighttime job.
3. A part time job.
or
A full time job.
4. A job where you work alone.
or
A job where you work with lots of people.
5. A job where the work is interesting but you do not make much money.
or
A job where the work is dull but you make lots of money.
6. A job where you wear old clothes or a uniform.
or
A job where you wear good clothes or a suit.
7. A job where you have a boss.
or
A job where you are your own boss.
8. A job in the city.
or
A job in the country.
9. A job where you work very hard and make a lot of money.
or
A job where you can take it easy and not make much money.
10. A job where you can sit while you work.
or
A job where you move around while you are working.

COMMENTS: _____

GUIDANCE LESSON #5

R. Miller

INDOOR AND OUTDOOR JOBS

Arrange the following list of jobs into correct columns:

<u>JOB</u>	<u>INDOOR</u>	<u>OUTDOOR</u>
1. bookkeeper	_____	
2. forest ranger	_____	
3. street cleaner	_____	
4. hatcheck girl	_____	
5. office boy	_____	
6. traffic policeman	_____	
7. elevator operator	_____	
8. yard foreman	_____	
9. cattle rancher	_____	
10. tailor	_____	
11. carhop	_____	
12. mailman	_____	
13. butcher	_____	
14. librarian	_____	
15. farmer	_____	
16. gardener	_____	
17. janitor	_____	
18. road builder	_____	
19. cashier	_____	
20. playground director	_____	

Where would you like to work?

GUIDANCE LESSON: PERSONAL APPRAISAL

WHAT DOES MY PRESENT RECORD REVEAL ABOUT ME?

1. What subject marks are on my record? _____

2. What is my reading grade? _____
3. What do these marks show about special abilities? _____

4. What is my record of attendance and being on time? _____

5. What personality and behavior marks do I have? _____

6. On the basis of my progress, what plans am I making about improving in
 - a) _____
 - b) _____
 - c) _____
 - d) _____
7. Am I using the best means and methods for:
 - a) improving my study habits? _____
 - b) learning to do my best in tests? _____
 - c) learning to control my emotions and attention. _____
 - d) learning how to select wise leisure time activities? _____
 - e) learning how to get along better with others? _____
 - f) learning to do the best in everything? _____

GUIDANCE LESSON

R. Miller

HOW WELL DO YOU KNOW YOURSELF?

Rate yourself by placing an (x) in appropriate column.

	<u>Usually</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
I take my work seriously				
I study hard				
I get good grades at school				
I read a lot				
I can take orders				
I like to lead others				
I am reliable				
I am generous				
I like adventure				
I do things quickly				
I get angry easily				
I stay home most of the time				
I am considerate of others				
I like to be around people				
I like to talk				
I make friends easily				
I have many friends				
I am satisfied with my appearance				

R. Miller

Topic: Making Career Plans

- I. Take 2 or 3 careers that interest you, and find out all you can about them from books, magazines, pamphlets, classified ads, and from interviews with employers and employees.

Then prepare a report giving facts about:

- (a) description and/or definition of the job.
 - (b) educational or special training requirements.
 - (c) probable income or salary.
 - (d) opportunities for advancement.
 - (e) probable openings in the field when you will be ready to start work.
- II. Start a scrapbook on occupations, including articles, pictures, and newspaper clippings on the jobs that interest you.
- III. Write a sample letter of application for a job you have seen advertised in the newspaper. Include the advertisement in your report.

The world of biography - WHAT'S YOUR INTEREST?

R. Miller

ART

Artist in Iowa: A Life of Grant Wood, by Darrell Garwood
Dear Theo, The Autobiography, by Vincent van Gogh, edited by Irving Stone.
Grandma Moses, My Life's History, by Anna Mary Moses, edited by Otto Kallir
The Man Whistler, Hesketh Pearson
Norman Rockwell, Illustrator, by Arthur Leighton Guphill.
Renoir, My Father, by Jean Renoir, translated by Randolph and Dorothy Weaver

SCIENCE

Dr. George Washington Carver, Scientist, by Shirley Graham
The Life of Pasteur, by Rone Vallery-Radot.
The Life of Sir Alexander Fleming: Discoverer of Penicillin, by Andre Marois
Madame Curie, a Biography, by Eve Curie, translated by Vincent Sheean
Men Against Death, by Paul Henry DeKruif

DANCING

Flight of the Swan: A Memory of Anna Pavlova, by Andre Oliveroff
And Promenade Home, by Agnes DeMille

BUSINESS AND INDUSTRY

Andrew Carnegie, Autobiography, by Andrew Carnegie
Baruch: My Own Story, by Bernard Mannes Baruch
Henry Ford: A Great Life in Brief, by Roger Burlingame
Life of An American Workman, by Walter P. Chrysler, in collaboration with Boyden Sparks.

RELIGION

Living of These Days, an autobiography, by Harry Emerson Fosdick
A Man Called Peter, by Catherine Marshall

THEATER

Act One: An Autobiography, by Moss Hart
Curtain Going Up: The Story of Catherine Cornell, by Gladys Malvern
Maude Adams: An Intimate Portrait, by Phyllis Robbins
Me and Kit, by Guthrie McClintic
Memories: An Autobiography, by Ethel Barrymore
A Quite Remarkable Father, by Leslie Ruth Howard
We Barrymores, by Lionel Barrymore

EXPLORING

Beyond Adventure: The Lives of Three Explorers, by Ray Chapman Andrews
Vagrant Viking: My Life and Adventures, by Peter Freuchen

TEACHING AND EDUCATION

Each One Teach One: Frank Laubach, Friend to Millions, by Marjorie Medary
A Goodly Fellowship, by Mary Ellen Chase
The Touch of Magic: The Story of Hellen Keller's Great Teacher, Anne Sullivan Macy, by Lorena A. Hickok
Up From Slavery: An Autobiography, by Booker T. Washington

FLYING

Lonely Sky, by William Bridgeman and Jacqueline Hazard
Stars at Noon, by Jacqueline Cochran

LAW

Clarence Darrow, Defense Attorney, by Iris Noble
Final Verdict, by Adela Rogers St. Johns

MUSIC

Beloved Friend (The Story of Tschaikowsky) by Katherine Drinker Bowen and Madejda von Meck
A Family on Wheels, by Marie Augusta Trapp, with Ruth R. Murdock
Gershwin Years, by Edward Jablonski and Lawrence D. Stewart
Leonard Bernstein: The Man, His Work, and His World, by John Briggs
Interrupted Melody: The Story of My Life, by Marjorie Lawrence.
My Lord, What A Morning, by Marian Anderson
The Story of Irving Berlin, by David Ewen
The Story of Jerome Kern, by David Ewen
Van Cliburn Legend, by Abram Chasins with Villa Stiles

GOVERNMENT AND PUBLIC LIFE

Baruch: The Public Years, by Bernard M. Baruch
Profiles in Courage, by John F. Kennedy

MEDICINE

Arctic Doctor, by Joseph P. Moody, with W. deGroot van Embden
Dr. Schweitzer of Lambarene, by Norman Cousins
Doctors Mayo, by Helen Bernice Chapesattle
Memoirs of Childhood and Youth, by Allen Schweitzer
My Hospital in the Hills, by Gordon Stifler Seagrave
Promises to Keep: The Life of Dr. Thomas A. Dooley, by Agnes W. Dooley
Three Worlds of Albert Schweitzer, by Robert Payne

NURSING

Angel of the Battlefield: The Life of Clara Barton, by Ishbel Ross
And They Shall Walk: The Life Story of Sister Elizabeth Kenny in collaboration with Martha Ostenso
Florence Nightingale, by Cecil Blanche Woodham Smith

WRITING AND JOURNALISM

A Peculiar Treasure, by Edna Ferber
Always the Young Strangers, by Carl Sandburg
Anatomy of Me: A Wanderer in Search of Herself, by Fannie Hurst
I Wanted to Write, by Kenneth Lewis Roberts
My Several Worlds: A Personal Record, by Pearl Buck
My Story, by Mary Roberts Rinehart
Not So Wild A Dream, by Eric Sevareid

SPORTS

Babe Ruth Story, by Babe Ruth, as told to Bob Considine
Lou Gehrig, A Quiet Hero, by Frank Graham
My Life in Baseball: The True Record, by Ty Cobb, with Al Stump
This Life I've Led, by Babe Didrikson Zaharias
Veeck - as in Wreck, by Bill Veeck with Ed Linn

TV AND ENTERTAINMENT

The Funny Men, by Steve Allen

NATURE

Road of a Naturalist: Wood Engravings by Paul Landacre, by Donald Culross Peattie

MILITARY SERVICE

John J. Pershing, General of the Armies, by Frederick Palmer

ARCHITECTURE

Frank Lloyd Wright: an Autobiography, by Frank Lloyd Wright

PHOTOGRAPHY

Portraits of Myself, by Margaret Bourke-White

INVENTION

Edison: A Biography, by Matthew Josephson

ADVERTISING

Taken at the Flood: The Story of Albert D. Lasker, by John Gunther

SOCIAL WORK

Jane Adams of Hull House, by Margaret Tims

Guidance Lesson

S. Jay

- I. Aim: To discover where "I fit."
- II. Motivation: Play the song from Pajama Game, "Time Study Man." Why do you think the man seems well suited for his job? Try to elicit from students the kinds of personalities and special talents the man possesses (list on board ex. dependable, accurate, etc.)
- III. Procedure: In making a decision about your place in the "World of Work" what are the things that you should know about yourself? (special abilities, personality, traits) - here again elicit ex. -(persuasive, artistic, mechanic, shy, out-going, etc.)

At this point do some role-playing creating a hypothetical situation (salesman).

1. One student act the part of a salesman who has charm, persuasiveness, patience, in other words selling ability.
2. A student acts the part of a meek, easily flustered salesman.
3. A demanding customer.
4. A customer who has an open mind and doesn't know exactly what she wants.

- IV. Conclusion: Elicit from students why one salesman is better suited for job.

After list has been put on board - conclude that many of our basic needs are attained by the fulfillment of a job well done. Our interest in our job and our service to mankind helps us to attain happiness.

A follow-up should be done by students listing various occupations and perhaps naming some students or people they know who they think would be well suited for them and why.

J. Pitkowsky
H. Klumack

Social Studies Lessons

In social studies we stress the migration of people to the cities. People come to the cities for economic improvement as the cities have the most diversified types of jobs available. We build on this to enrich the horizons of the students by introducing various occupations of which they might not otherwise be aware.

In the 7th grade we discuss the movement of the Negro throughout America. In the 8th grade we are concerned with the movement of all groups to the cities.

We use the Zenith Series of books in discussing the plight of minority groups. The Zenith Series has excellent material on the Negro, Puerto Rican, and Mexican American. In our discussions we point out the changing picture of jobs based upon automation and the needs of industry today.

In discussing the growth of cities we include the needs of jobs which include training and education necessary for a particular job and the effect of jobs on the family.

We also include Vocational Guidance in our social studies curriculum in the effect of automation, unions, labor laws and government work.

R. Shapiro

Language Arts Lessons

During this term I have been trying to instill into my students some occupational awareness. Teaching English provided me with some excellent opportunities for this.

We talked about success. "Is a lawyer a successful person?" I asked my students. Yes, because he makes "a lot of money." We came to the conclusion that success is not measured in terms of money. The lawyer could be unhappy and not-too-good at his profession. We discussed a milkman (whom I know). He is a happy person and loves his job. We agreed that he is a success. Being happy with one's work is very important. It is perhaps the most important factor in choosing a career.

We explored language used in various occupations (Argot-shop-talk). I provided my students with a list of short stories and plays concerning people in various professions. These stories illustrate their conflicts, successes, and failures. Occupations explored were: lawyer; baker; boxer; mechanic; etc. One particular story dealt with a boxer who made much money but was unhappy because his gentle character could not reconcile the guilt associated with hurting people.

I am gradually compiling an occupational guidance bibliography.

In launching the unit on occupational awareness I used Oscar Brown Jr.'s poem "Sam's Life." Below is the poem and the sample lesson plan.

Aim: To learn a poet's ideas about what the most important things in life are. (or, to share a poet's ideas about, etc.)

Motivation: "What (would you say) are the most important things in life?"

- Procedure:
1. Motivation (Students usually list Money, Nice Clothes, A good education, Cars, etc.). Place students' answers on board.
 2. Discuss answers. Require reasons for their choices. (There's quite a difference between a great deal of money and a college education.)
 3. "How can we find out what are the most important things in life?"
"All of us have so many different ideas."
 4. Place aim on board: "A poet can help us find out what are the most important things in life. Today we're going to share a poet's ideas, etc...."
 5. (a) Introduce poem's title and author
(b) Distribute rex copies of poem
(c) "Follow my reading of "Sam's Life" very carefully. We will discuss some of its ideas.

Application: (Some relevant questions. Refer to the poem. Be specific)

1. "What kind of life does Sam lead?"
2. "Who might the speaker of the poem be?"
3. "Is Sam's life a happy one?" Why? (Theme of poem is in the line "A little better opportunity.")
4. "For Sam, what are the most important things in life?"

Medial Summary: "Let's take a look at what now are the important things in life." (Refer to responses given at beginning of lesson.)
"Have we changed our minds about a few ideas we had?"

Summary: "What are the most important things in life?"

SAM'S LIFE

by Oscar Brown, Jr.

There is a fellow I know, folks call him Sam.
He never gets as much as he gives;
But if you give a listen, please sir, please ma'm,
I will tell you something about how Sam lives.

Sam's life is not the sort of life you wish;
Sam's life is wash another dirty dish.
Sam's life is just another floor to mop;
Harvesting somebody else's crop.

Sam's life is common labor every day.
Nothing but trouble comes the easy way.
Sam's life is weary muscles, aching backs,
Praying to God and facing facts.

Fact is, this life of his
Has too much pain and sorrow,
But Sam is strong, and he still has a song
And hope for tomorrow.

Sam's life is a bright-eyed little girl and boy,
Working to make a way so they will enjoy
A little better opportunity
Than was ever given to Sam or me -
And I believe he can,
Because I believe in Sam.

Survey

H. Pruitt

Lower Class Junior High School Students Vocational Preferences
And Their Parents' Occupational Levels

In an effort to determine the occupational awareness of the students in my school, I set up a questionnaire which was given to each student that entered my office. The students were 7th and 8th graders in a poverty area school. I wanted to determine the vocational preferences of the students and compare them to their parents' occupational level.

The following questions were asked of both groups:

1. What kind of work does your father do?
2. What kind of work does your mother do?
3. What kind of work do you want to do after you finish school?
4. What kind of work does your father want you to do?
5. What kind of work does your mother want you to do?

The responses to the first question indicated that most fathers were engaged in service-oriented jobs such as, mechanics, laborers and factory workers. It is also important to note that 24% of the fathers were absent from their homes. (See Table I)

The responses to the second question indicated that 72% of the mothers did not work. The mothers that were employed were mostly factory workers. Six per cent of the mothers were absent from their homes. It is assumed that many of the mothers were unable to work because of large families, welfare, and absent husbands. (See Table I)

The responses to question three indicated that the most popular careers for boys were: mechanic, engineer, electrician, tailor, doctor, and carpenter. It is important to note that 24% of the boys were undecided. (See Table II)

TABLE I

What Kinds of Jobs are Held by the Lower Class Parents in this Study?

<u>Fathers' Jobs</u>	<u>%</u>	<u>Mothers' Jobs</u>	<u>%</u>
Mechanic	8	Housewife	72
Restaurant Worker	6	Factory Worker	8
Laborer	6	Typist	2
Factory Worker	6	Saleswoman	2
Watchman	6	School Aide	2
Cook	4	Nurse	2
Plumber	4	Cashier	2
Salesman	4	Domestic	2
Elevator Operator	4	Other Jobs	2
Taxi Driver	4	Absent From Home	6
Carpenter	4	Total	<u>100%</u>
Janitor	4		
Barber	2		
Aviator	2		
Other Jobs	2		
Does Not Work	10		
Absent From Home	24		
Total	<u>100%</u>		

TABLE II

What are the kinds of jobs desired by lower class boys and girls?

<u>Lower Class Boys</u>	<u>%</u>	<u>Lower Class Girls</u>	<u>%</u>
Mechanic	20	Nurse	30
Engineer	12	Teacher	16
Electrician	12	Secretary	12
Tailor	8	Bookkeeper	8
Doctor	4	Model	4
Carpenter	4	Designer	4
Musician	4	Typist	4
Lawyer	4	Housewife	4
Aviator	4	Other	4
Other	4	Undecided	8
Undecided	24	Total	<u>100%</u>
Total	<u>100%</u>		

The girls favored: nurse, teacher, secretary, bookkeeper and model. Only 8% of the girls were undecided.

The responses to question four indicated that the fathers wanted their sons to go into mechanics, medicine, law, tailoring, and aviation. The fathers often wanted their sons to go into careers much better than their own.

The fathers wanted their daughters to go into jobs such as secretary, teacher, typist, and bookkeeper. Lower class fathers did not recommend that their daughters become housewives.

The responses to question five indicated that their mothers wanted them to become doctors, lawyers and teachers. The mothers in this study had higher aspirations for their sons than either their fathers or their sons.

The lower class girls' mothers wanted them to become nurses, teachers, secretaries, typists and fashion designers. The girls and their mothers were very much in agreement with each other.

The importance of the fathers' occupational level was striking. It was related to his children's occupational preference and to the vocation he would like his son to enter. Although boys and girls prefer different vocations than those suggested by their parents, it is likely that these preferences will reflect the families' occupational level.

An Attitudinal Guidance Lesson

H. Pruitt

The following discussion is a real experience that could occur at any school at any time. The guidance teacher must be able to deal with these situations when they occur.

The class is upset because one of the students died last night of an over dose of heroin. The aim of the discussion would be to relieve tensions and to develop a negative attitude towards the use of drugs. The class is already fully motivated towards the discussion. The teacher must already have developed rapport and mutual trust with this class.

T. What happened to make you all so upset?

S. Juan died of an over dose of heroin last night.

T. How did it happen?

S. We came into the hallway and found Juan laying on the floor. We could not wake him up. Someone called the police. They took him away. We found out later that he died from heroin.

T. Why did Juan take drugs?

S. He was depressed because he was failing in school.

S. He went around with a lot of bad guys.

S. His parents did not care about him.

S. He would not listen to us when we told him to stop taking drugs.

T. What should be done to prevent this from happening again?

S. We should lock up the pushers.

T. Who sold him the drugs?

S. I know but I can't tell you.

T. How many other students know?

S. We are afraid to turn in the pusher, he goes to this school.

T. I will give you a telephone number to call. You can report the pusher without giving your name.

S. OK

T. Who gains from selling narcotics?

S. The pushers and organized crime.

T. Who loses from taking narcotics?

S. We do. We are killing ourselves.

T. What should be done to prevent future tragedies?

S. We should stop using drugs. Pushers should be locked up. Kids with troubles should be given the proper kind of help from parents, teachers, and guidance counselors.

T. When is the funeral and how many students are going to the funeral?

S. The funeral is tonight at 8:00 PM at the Ortiz Funeral Home. All.

T. I will see you at the funeral.

GUIDELINES FOR EDUCATIONAL AND VOCATIONAL GUIDANCE WORKSHOP

I.S. 139, Bronx

- I. Aims and Purposes of the Workshop.....
 ...S. Jay
- II. Topic Outline for Fifteen Sessions.....
 ...H. Klumack, R. Miller, J. Pitkowsky, and H. Pruitt
- III. Bibliography
1. List of Films for Young People According to Vocations....
 ...R. Miller
2. A Director of Educational Field Trips to Business and
 Industry.....
 ...R. Miller

AIMS AND PURPOSES OF THE WORKSHOP

A planned and coordinated program of lectures, discussions and industrial visits to gain a broader and more realistic approach to the occupational opportunities for the students graduating the New York City Schools.

Aims of the Workshop

1. Examine the barriers - economic, social, institutional and personal that prevent a smooth transition from school to work, for minority youngsters.
2. To acquaint school personnel with existing facilities and programs in non-school settings that service youngsters.
3. To provide useful and pertinent background on industrial and occupational conditions and practices related to the function of vocational development of youngsters in the ghetto communities.
 - (a) Big business interest and involvement to bring about better awareness of future jobs.
 - (b) The school's role in encouraging more meaningful relationship between our curriculum and "The Changing World of Work."
 - (c) The school's role in involving parents to make them aware of their children's potentials and help to raise the children's aspirations.
 - (d) To provide useful insights to the vocational development of ghetto youngsters through speakers currently engaged in vocational guidance programs.
 - (e) To examine new innovations in vocational guidance and their applicability to classroom use.
 - (f) To become acquainted with current educational and vocational publications and other related literature.
 - (g) To become familiar with vocational facilities within the neighborhood and New York City.
 - (h) To become better informed about current Career Films and other related visual aids.

IN SERVICE COURSE OUTLINE

Description

Lesson #1: The present job market

An analysis of today's industrial structure will be undertaken with the purpose being to bring the following areas of concern to the fore:

- a) industries - How has technology changed the face of industry? What industries will not exist in 5,10,15 years? If we assume that new industries will arise, how can we describe the industrial structure that will exist then? What new changes will be necessary in order for jobs to be filled and filled with qualified people?
- b) skills - How have many present day skills become outmoded? What specific or general skills will be needed to meet the changing industrial structure?
- c) employee problems - What problems confront today's employers with regard to today's employees? Why are employees seemingly lacking motivation for their jobs? What factors help to bring about this unhealthy condition? A careful analysis of one industry, specifically one with an abnormally high turnover rate, would allow for a more realistic understanding of the problem of high employee turnover.

Lesson #2: The employee

- a) education - How are today's highschool graduates different in ability from those of five and ten years ago? Why is (if there is) there such a difference? What new forces, internal or external with regard to the students or industries, have altered the direction which highschool students previously took? How will the comprehensive highschool affect future highschool students and their education?
- b) motivation - Why does a person choose one employer over another? What tangible benefits are most desired or needed by young people? What intangible factors help to persuade a student to prefer one job over another? How does the school prepare students for understanding different aspects of jobs-tangible and intangible?
- c) societal demands - Is there such a thing as a "status job"? What gives jobs "status" or "prestige"? What social factors-peer groups, family, community, race, relationship to draft or military, affect the choice of a job?
- d) salary and fringe benefits - Does the present day pay structure adequately provide a decent living in today's inflationary economy? How have fringe benefits kept pace with increased medical costs and access to other health facilities? How has education become an important fringe benefit?

e) discrimination - How can a minority worker fit into a formerly exclusive employee picture? How has private industry opened up its closed doors to minority groups-on all levels of business? What legal and extra-legal tools are there to combat discrimination?

Lesson #3: The employer looks at today's labor market (service industry)

How are present employees filling the available positions in industry?

a) present needs - What technical jobs are lacking takers? In what areas does supply exceed demand? What educational training is necessary for various job classifications?

b) inadequacies of employees - How has the educational system prepared the students for the "world of work"? Where are they to learn the concept of "responsibility"? What ties a person to a particular job or employer?

c) turnover and training problems - Why is there such a high turnover rate in certain industries or specific companies? Why is there so little turnover in other industries and specific companies? Should companies train personnel for specific jobs? To what degree are people retrainable when jobs are eliminated?

Lessons #4 and #5: A visit to the New York Life Insurance Company

a) Job requirements

kinds of jobs in this industry/business concepts of fields/levels

b) Worker types

Who works here? How many? Minority groups? Women? Dropouts? Highschool graduates? College? Special training? Apprenticeship?

Interview procedures: Referred by school officials? State Employment Agency? A Relative? Private agency? Call for interview? Answer newspaper ads? Testing included? Oral-written?

c) Advancement

More education? Special abilities? Is there horizontal movement within the organization? Vertical? How do personal qualities enter into advancement?

d) Retention

Why do people lose their jobs? Why do they quit?

e) Worker attitudes toward education

If workers had it to do all over again, what would they change, if they would change, about their college or highschool experience?

f) Special training programs offered by the company

Skill training? Who teaches? Are workers motivated? Scholarships? Who takes advantage?

g) Personnel records

What is important as the company hires in terms of "school records"?
How important are grades? Personality characteristics as indicated
on references? Attendance as indicated on references?

Lesson #6: The employer looks at today's labor market (technical industry)

How are present employees filling the available positions in industry?

a) present needs - What technical jobs are lacking takers? In what areas
does supply exceed demand? What educational training is necessary for
various job classifications?

b) inadequacies of employees - How has the educational system prepared
the students for the "world of work"? Where are they to learn the concept
of "responsibility"? What ties a person to a particular job or employer?

c) turnover and training problems - Why is there such a high turnover rate
in certain industries or specific companies? Why is there so little turn-
over in other industries and specific companies? Should companies train
personnel for specific jobs? To what degree are people retrainable when
jobs are eliminated?

Lesson #7: The introduction of vocational guidance or education into the
Intermediate School or Junior High School

Panel Discussion:

Why should Intermediate School students be introduced to the "world of
work"? Is their introduction premature? Should the concept of work be
introduced at a lower level of education (elementary school)? How
should this introduction be accomplished? Would it be necessary to re-
write the Guidance curriculum? Should this subject matter (work and em-
ployment) permeate all subject areas? How can community resources aid in
implementing such a curriculum? Are the schools aware of the availability
of community resources which would be useful to the development of the
curriculum? To what end are we working - to turn out prospective employees
for specific industries and or companies, or to produce functioning members
of our society? Can a school produce a person who encompasses both the
position of an employee as well as a functioning member of society? Are
schools the only responsible agency for motivating future citizens?

Lesson #8: The High School

a) Vocational guidance procedures - How do outside agencies assist the high
schools in their vocational guidance programs? How is it possible to measure
the success or failure of various programs? How do these agencies prepare
the students for prospective employment?

b) Organization of highschool guidance program - How do grade advisors
assist the students in the proper selection of either further educational
opportunities or job opportunities? How do students communicate with the
guidance personnel in a school? How do the guidance personnel in a school
communicate with the students? How does the highschool utilize the community
and businesses in furthering its vocational guidance program?

c) Present programs for highschool youth - How does the Co-Op program satisfy the academic and vocational needs of our students? How does the nursing program affect the students - academically and vocationally? How does ASPIRA try to raise the aspirational level of the Puerto Rican students in the high schools? How effective are career conferences in bringing about student awareness about the "world of work"? How are the school libraries used as a resource tool for vocational guidance programs? (These questions can be applied to any existing or future vocational education program in the high schools.)

Lesson #9: Where and what did I learn about the world of work?

Panel: These questions are to be discussed by a group of high school students and high school graduates.

At what stage of my education did I learn about job opportunities? What changes would I like to see in the initial contact of the students with the concept of work and job opportunities? What attitudes did the school help in developing with regard to work? What attitudes do I think the school should develop with regard to the "world of work"? What kind of relationships did I have with the guidance personnel in Junior and Senior high school? How can this relationship be improved? What are the positive influences of the vocational guidance program that I've been exposed to in Junior and Senior high schools? What are the negative influences of the vocational guidance program that I've been exposed to in the Junior and Senior high schools?

Lesson #10: Tomorrow's manpower needs

Lecture - Herbert Bienstock, Regional Director - Bureau of Labor Statistics, United States Department of Labor.

How have population patterns changed employment patterns? How will the racial composition of our cities affect future labor patterns? Why are there people out of work --- from the viewpoint of the unemployed? What changes in unemployment and underemployment will affect the urban areas? How will the dropout rate affect the unemployment picture? What are some of the barriers offered by the unemployed with respect to job vacancies and the unemployment rate?

A detailed analysis of economic factors within each geographic area must be done. The following questions must be considered.

- 1) What is the present labor force picture in the area?
- 2) What is the present industrial picture in the area?
- 3) How will these two factors change in the next 5,10,15 years?

Lesson #11: The role of unions

a) Purposes of unions - How do people get jobs in industries where there are unions? What are some of the advantages of belonging to a union? What are some of the disadvantages of belonging to a union? What does job security mean in today's job market?

b) Apprentice programs - What job areas require apprenticeship programs prior to becoming a full-fledged employee? Why are there apprenticeship programs? Are they necessary? What are the positive aspects of such apprenticeship programs? What are the negative aspects of such apprenticeship programs?

c) Influx of minorities - Which unions are open to minority group members? Which unions have restrictive practices with regard to minority group membership? What procedures are used to restrict members of minority groups from union membership? What kinds of jobs are open to minority group members? What kinds of jobs are restricted to minority group members?

Lesson #12: Role of business

a) Business and the school - Does business have a need to work with schools to improve education? Should it be the role of business to become involved with schools? What are some of the motives that businesses have in trying to improve education? What are some avenues which businesses can utilize in increasing their involvement with the educational process? What are the disadvantages to such an involvement? What specific methods have been initiated by business to bring about better awareness of the "world of work"? How can business and the schools, together, change some of the existing attitudes about work?

b) Effects of business on a school - What influence has the involvement of business had on a school, the school system, the faculty, the students, and the community (e.g. Western Electric and Burger I.S.)? Can these effects be measured? If so, how, and how could the results be applied to other programs? How can business expertise aid in improving the construction program of the school system? How can business expertise help improve the fiscal management of the schools and school system? (The use of business expertise would apply to all areas including personnel, supply, maintenance, advancement, etc.) Would it be useful for the businesses to make available to the schools some of their facilities for vocational education programs? How can business speakers and audio-visual material be used effectively in the school setting?

c) Examples of school and business partnerships

- 1) Project BOAT
- 2) Project BITE
- 3) Fordham University and District 7 - Plans for Progress
- 4) Alexander Burger Junior High School and Western Electric Corp.

Lesson #13: The role of the University

a) Universities and the schools - Do universities have a need to work with schools to improve education? Should it be the role of the university to become involved with schools? What are some of the motives that universities have in trying to improve education? What are some of the avenues which universities can utilize in increasing their involvement with the educational process? What are the advantages to such an involvement? What are the disadvantages to such an involvement? What specific methods have been initiated by universities to bring about better awareness of the "world of work"? How can universities and schools, together, change some of the existing attitudes about work?

b) Effects of the university on the school - What influence has the involvement of a university have on a school, the school system, the faculty, the students, and the community? Can these effects be measured? If so, how, and how could the results be applied to other programs? How can university expertise aid in improving the teacher training aspect of the schools?

How can the university expertise assist in planning new curricula?
How can university staff and facilities be properly used to improve the education of the students in the public schools? Would it be useful for the universities to make available to the schools some of their facilities for vocational guidance programs? How can university speakers and audio-visual materials be adequately used in the school setting?

Lesson #14: Community and parental expectations

What are the expectations of the parents from the school? Do these expectations vary from community to community? What underlying factors help to determine the expectations of parents and the aspirations of their children? How do national attitudes affect the vocational choices of youth? (e.g. draft deferred jobs) Does integrated education make a difference in the vocational aspirations of children? How does unemployment in the home and the community affect the vocational aspirations of children? How does underemployment in the home and the community affect the vocational aspirations of the children? Are the employment needs of the students being met by the vocational training programs in the schools?

Lesson #14: Course summation and evaluation of trips

This will be done together with the oral presentation of trip reports.

A DIRECTORY OF EDUCATIONAL FIELD TRIPS TO BUSINESS AND INDUSTRY

R. Miller

Atlantic Mutual Insurance Company
45 Wall Street, New York 5, New York

Contact: Mr. Fred Ancona, Personnel Dept. Whitehall 3-1800, ext. 240

Complete internal operations. Marine Library. Informational material furnished at time of visit.

The New York Bank for Savings
280 Park Avenue South, New York 10, New York

Contact: Miss Anna M. Flaherty, Publicity Dept. Al 4-1000
After 15th of any month, 2:00 P.M.

To observe the operation of various departments of a savings bank. Electronic data processing machinery.

The Bronx Savings Bank
Tremont & Park Avenues, Bronx, New York 10457

Contact: Arrangements must be made through: The New York City Council on
Economic Education, Ma 5-7658

To observe banking floor operations, vault department, general tour of the bank.

The Chase Manhattan Bank
1 Chase Manhattan Plaza, New York, N.Y. 10015

Contact: Miss Claire White, Tour Director, LL2-6343, Monday through Friday,
9:30 to 3:30, by appointment.

Banking operations, vault, computer, main banking floor, security control, building features, model of building, view from upper floor, executive areas, "artworks", conference rooms.

Chemical Bank New York Trust Company
20 Pine Street, New York, N.Y. 10015

Contact: Annie Fusco, Mgr. Publicity 770-1095, Tuesdays, September 1 through
June. 60 days notice.

Commercial banking activities, including teller's cage, large bills and accounting activities, trip to more than \$5 million dollar mechanical electro book-keeping center (2 Broadway). Free lunch for pupils and escorts.

Consolidated Edison Company of New York, Inc.
4 Irving Place, New York, N.Y. 1003

Contact: Mr. William M. Leonard, Community Relations, 460-6000
West End Avenue: daily except Sundays and Mondays
Indian Point: daily except Mondays and Tuesdays

Company's "In City Plan Tour" - Visit Energy Control Center of Con Edison.
Also show film.

Dollar Savings Bank of the City of New York
2530 Grand Concourse, New York, N.Y. 10458

Contact: Mr. George T. Kindermann, Vice President, Public Relations, Lu 4-6000,
Mornings, Tuesdays, Wednesdays or Thursdays, during the months of
October, November, January, February, March, April, May and early
June. One week notice.

Tour of savings bank banking floor, safe deposit vault, and Machine Accounting
Department, where the students can follow a school savings transaction from
the time it arrives at the bank until it is ready to be returned to the school.

Dry Dock Savings Bank
742 Lexington Avenue
New York, N.Y. 10022

Contact: Mr. Emil Gerhard, Director Public Relations and Advertising.
Plaza 3-0600. Tuesdays, Wednesdays or Thursdays - morning only.

Tour through the activities of banking, vault, mortgages, real estate, account-
ing, and IBM Computer.

The First National City Bank
399 Park Avenue, New York, N.Y. 10022

Contact: Mrs. Scott, 559-4077. Weekdays 8:30 - 6:00 P.M.

A permanent exhibit on the ground floor, known as "The Story of Banking."

Manufacturers Hanover Trust Company
350 Park Avenue, New York, N.Y. 10022

Contact: Mr. John J. Trotter, Assistant Secretary, 350-4541.
Tuesdays through Thursday. Two weeks notice.

Transcribing department, securities order room, board room personnel department,
employee facilities such as the lounge and dining room, vault. DATA PROCESSING:
special arrangements must be made for this department. (67 Broad St.)

Metropolitan Life Insurance Company
1 Madison Avenue, New York, N.Y. 10010

Contact: Miss Muriel Mahon, Employment Representative - LR 9-3737. Fall, early
Spring, and on Tuesday, Wednesday and Thursday preferred.

Observation of typical clerical activities as well as training facilities for
various office machines and skills.

National Maritime Union of America, AFL-CIO
36 Seventh Avenue, New York, N.Y. 10011

Contact: Mr. Charles Snow, Security Officer, WA4-3900 Weekdays, business hours, except 12:00 - 2:00.

No limit on size of group, 2 hour trip on operation of hiring and machinery.

New York Stock Exchange
Third Floor
20 Broad Street, New York, N.Y. 10005

Contact: Miss Jean Geiger, Chief Receptionist, Hanover 2-4200, ext. 532.
Monday through Friday, 10:00 to 11:30 A.M. (8th and 9th W. Gallery)
(10th and up East Gallery - between hours 10:00 and 3:30 P.M.)

Exhibit hall and gallery.

New York Telephone Company
1775 Grand Concourse, Bronx, New York

Contact: Miss Grace McGrath, 397-2755.

Tours dealing with job opportunities and vocational guidance program.

Pepsi Cola Company
500 Park Avenue, New York, N.Y.

Contact: Miss Sally Burland, Receptionist, MU 8-4500 ext. 216. 9-6 daily.

Pepsi Cola gallery. Each month different exhibit, foreign and domestic, is displayed.

Pitney-Bowes, Inc.
630 Third Avenue, New York, N.Y. 10017

Contact: Arrangements must be made through: New York City Council on Economic Education, MA 5-7658.

Function and operation of Mailing Machines, Folding Machines, Inserting Machines.

Port of New York Authority
111 8th Avenue, New York, N.Y. 10011

Contact: "Guides" 656-4444, ext. 6302, Monday - Friday. Six week notice.
Eugene P. Rogers, Community Relations Dept. 212-620-7587.

Airports - John F. Kennedy International.

Proctor & Gamble Manufacturing Company
Mariners Harbor, Staten Island 3, N.Y.

Contact: Community Tour Representative, YU 1-3000, Tuesdays & Thursdays
1:30 P.M. Two weeks notice.

Manufacture and high speed packaging of soaps, detergents and shortenings.

Savings Bank Association of New York State
200 Park Avenue, New York, N.Y. 10017

Contact: Mr. Howard D. McDoungall, Director of Public Relations, OX 7-0255

Any savings bank within the five boroughs in addition to those listed.
All information necessary for making local arrangements will be furnished on request.

Trans World Airlines, Inc.
380 Madison Avenue, New York, N.Y. 10017

Contact: Manager, District Transportation, Kennedy Airport, Jamaica, N.Y.
OL 9-6000. Tours leave daily at: 11:00 A.M., Noon, 1:00 P.M.

Design and facilities of the Trans World Flight Center.

Union Carbide Corporation
270 Park Avenue, New York, N.Y. 10017

Contact: Public Relations Department, 551-3761. Mon.-Fri. 9:00 - 11:30,
2:00 - 4:00, Sat. 10:30-2:30. One week's notice.

Science exhibit, "Atomic Energy in Action." Informational material furnished in advance, and as follow-up.

The Chase Manhattan Bank Money Museum
Rockefeller Center
Avenue of the Americas
New York, N.Y. 10020

Contact: Receptionist, CI 6-7400 Tues. - Sat. 10:00 A.M. to 5:00 P.M.

The most comprehensive collection of money from all periods of history can be seen here. Educational material is furnished.

Addendum to Trips

Allied Chemical Exhibit Center
Allied Chemical Tower
1 Times Square, New York, N.Y. 10036

Phone: 212-654-7257 (after 11 A.M. - 8 P.M. Tues.-Sat.) 30-40 children.

Three-floor exhibit: Man on the Moon, The Magic of Chemistry: live, four times daily: 12 noon, 1, 2 and 3 P.M. New Horizons in Paper: 12:30, 1:30 and 3:30 P.M.

American Bakeries Company
434 West 126 Street, New York, N.Y. 10027

Phone: 212-662-8360 10 & older. Mon.-Fri., 10 A.M.-12 noon. Write or telephone Plant Manager, guided tour 30 min.

Baking process from start to finished product: a loaf of bread.

AMF American Machine & Foundry Exhibit Center
2 Pennsylvania Plaza, New York, N.Y. 10001

Phone: 212-687-3100 8 & older. Mon.-Sat. 10 A.M. - 6 P.M.

AMF sporting goods displayed. Push-button exhibits, an electronically programmed bowling game, Match the Spare. The New York Times Sports Information Center is in the same area. All sports questions answered. Motion pictures, action games and sports celebrities.

American Society for the Prevention of Cruelty to Animals, ASPCA
York Avenue and 92nd Street, New York, N.Y.

Phone: 212-TR 6-7700, Educational Department.

See hospitals and wards, operating rooms. Films and lectures on the care and training of animals.

Federal Reserve Bank of New York
33 Liberty Street, New York, N.Y.

Phone: 212-RE 2-5700 ext. 680. Mon.-Fri. 10-3.

Lecture of the Federal Reserve System, visit to Gold vault, armored car division.

Fire College
48-34 35th Street, L.I.C., N.Y.

Contact: Fire Commissioner, Municipal Building, New York, N.Y. 10007.

Fire fighting equipment.

Ford Foundation Building
320 East 43 Street, N.Y., N.Y. 10017 (Reception area)

Phone: 212-573-5000 (for reservations) 10 & older, 9:30 A.M.-5:30 P.M.
Mon.-Fri.

Offices, planted terraces and art collection.

Galahad Production Company
221 West 26 Street, N.Y., N.Y.

Phone: 212-Or 5-2211, Hyman Brown

See how motion pictures are made.

General Motors Salon Exhibit
767 Fifth Avenue, N.Y., N.Y. 10022

Phone: 212-486-5000 7 & older. Mon.-Sat. 9 A.M.-9 P.M.

Entire scope of General Motors activities throughout the world is displayed.

General Post Office
33rd Street & 8th Avenue, N.Y., N.Y.

Phone: 212-Pe 6-7700, ext. 798 between 8-11 A.M.

Tour of one of the busiest post offices. Mon.-Fri. 1-3 P.M.

Gilbert Hall of Science
1 West 25 Street, N.Y., N.Y.

Phone: 212-OR9-1161, Miss Bradley. Mon.-Sat. 9:30-5:00 P.M.

Educational toys, and spectacular train models.

Good Housekeeping Institute
959 Eighth Avenue, N.Y., N.Y. 10019

Phone: 212-265-7300, ext. 468. 14 & older. 10:30 A.M. - 2:30 P.M. Contact as much in advance as possible.

A product testing bureau, which checks many household and personal items used in our daily lives.

International Ladies Garment Workers Union
1710 Broadway, N.Y., N.Y. 10019

Phone: 212-265-7000 10 & older. Mon.-Fri., 10:30 - 3:30 P.M. Education Dept.

Guided tour 1½ hours. Special film, "With These Hands".

Lighthouse Industries
The New York Association for the Blind
36-20 Northern Boulevard, Long Island City, N.Y. 1101

Phone: 212-784-0106 9 & older. Tour 1½ hours. Reservations 212-426-7501
before 9:30 A.M., or write to Mrs. Fred Mayer, 85-05 Elmhurst Avenue,
Elmhurst, N.Y. 11373, 2-3 weeks in advance.

Excellent way to introduce the blind to children, showing their independence
and demonstrating their capabilities and skills as workers.

Model Railroad Equipment Corporation
23 West 45 Street, N.Y., N.Y. 10036

Phone: 212-582-2760. Mon.-Fri. 9 A.M. - 6 P.M.

A fascinating store for "buffs". The largest supplier of model railway equip-
ment in New York City. No reservations.

National Design Center
415 East 53 Street, N.Y., N.Y.

Phone: 212-Mu 8-5200. Mon.-Sun. 10:30 5:30. Tours.

Permanent exhibit center for display of newest and best interior design:
furniture, fabrics, wall and floor covers, china, glassware, etc. Write to
National Design Center Film Library for 35mm, slide programs available.

The New York Times
229 West 43 Street, N.Y., N.Y. 10036

Phone: 212-556-1234 - Tour Office, ext. 1310. 13 & older. Mon.-Fri. 10:15 A.M.
to 3:15 P.M. Reservations two weeks in advance.

Composing-room, presses, collating equipment, radio station WQXR, museum,
conference-room, and news room.

Time & Life Exhibition Center
1271 Sixth Avenue, N.Y., N.Y. 10020

Phone: 212-556-4366. Age levels vary according to interest. Mon.-Fri.,
9:00 A.M. - 5:00 P.M.

Exhibits offer children the encouragement to broaden their horizons, whether
the exhibits are educational, scientific, photographic or fine arts.

VOCATIONAL GUIDANCE

J.H.S. #149

D. Bruce
J. Carter
R. Friedman
S. Hollander
N. Perkins
D. Rosenstein
N. Rubenstein
S. Rubenstein

OVERALL PROJECT OF GROUP MEMBERS AT JHS 149

1. Survey of student career interests and needs.
 - a. Use of questionnaires.
2. Collection, organization, and classification of materials to be used by pupils and teachers concerning career information.
 - a. Evaluation of materials for JHS use.
 - b. Collation of materials from business concerns visited during this course.
 - c. Establish a section of career materials in the library.
 1. Will be part of the library curriculum.
 - d. Utilization of materials given to us by Western Electric.
 1. Secretarial trainee handbook.
 2. Materials concerning the future job markets.
3. Writing lesson plans and units of study for various departments.
4. Utilize contacts with business firms.
 - a. Arrange for class visits.
 - b. Arrange for corporate businessmen to come to our school.
 - c. Clark career conference.
5. Update the knowledge of our staff on career opportunities.
 - a. Report to the staff by VGI members at a faculty conference.
6. Publicize career information throughout the school.
 - a. Frequent dynamic displays.
 - b. Bulletin boards.
 - c. Parents meetings.
 - d. Assemblies.

In order to determine the career interests and occupational awareness of the students in the classes chosen for special study by our team, the attached vocational interest questionnaire, devised by Daniel Rosenstein, was administered to the students in the following classes:

8-1, 8-6 (Mr. Carter)
8-7 (Mrs. Hollander)
girls from 9-6 (Miss Perkins)

The questionnaire was designed to assist the team in gaining insight into the way students arrive at their career choices and to determine what past, present and future goals and influences were important to the students. It was hoped that with the information, the team could develop a vocational information program in which the students were participants in the decision making process and not recipients of other people's decisions and values. It was also hoped that the knowledge of student's feelings and aspirations toward the "World of Work" would make the curriculum more meaningful and vital to them. Students can be given information on how their personalities, interests and training are related to the job market, thus aiding them in making realistic and satisfying plans for the future.

Each of the teachers, Mr. Carter, Mrs. Hollander and Miss Perkins has used the information learned from the questionnaire when planning the lessons in "Careers in Banking", and "Careers in Insurance", lessons based on their visits to Chemical Bank and Equitable Life.

Name _____

Boy - Girl (Circle one)

Class _____

Date _____

Vocational Interest Questionnaire

1. In elementary school I was interested in becoming _____
2. In elementary school my parents wanted me to be a _____
3. In elementary school my favorite subject was _____
4. The hobbies and/or interests I had in elementary school were _____

5. When I graduate from junior high school, I would like to go to a vocational -
academic high school. (Circle one).
6. I would like to take the following courses in high school: _____

7. I would like to go to this type of school because _____

8. Now I am interested in a career in _____
9. I would like this type of work because of my interest in _____
10. I think my ability in _____ would help me in this chosen career.
11. In my chosen career I think I should know more about _____
12. In choosing a career, the most important thing is _____
13. After high school, to further my interest and ability in my chosen career,
I would _____
14. If you need further training or education how do you plan to get the money
for it? _____
15. My parents would like me to become a _____
16. Why did you become interested in your chosen field? _____

17. What subjects in junior high school have helped you prepare or further your
interest in this career? _____
18. What subjects do you think should have been included in your junior high
school work? _____

Name _____

Boy - Girl (Circle one)

Class _____

Date _____

Vocational Interest Questionnaire (page 2)

19. What information have you read or become acquainted with on the subject of your career?

20. Have you spoken to your teachers about your future plans? _____

21. What advice have they given you?

22. How do you think your guidance counselor can help you with your plans?

VGI---ANALYSIS OF RESULTS ON ORIGINAL QUESTIONNAIRE
ADMINISTERED EARLY IN THE 1969-1970 TERM

The total population that answered the questionnaire were 110 eighth graders.

1. The elementary school interests that appear most frequently and the number of pupils who chose them are as follows:

- a. baseball player for boys- 6
- b. aviation for boys - 6
- c. policeman for boys - 4
- d. secretary for girls - 14
- e. teacher for girls - 9
- f. doctor for girls - 5
- g. nurse for girls - 11

Twelve of the boys and only one girl were either not sure of or did not state any preference. Individual children and as many as 2 or 3 children were interested in various careers such as: beautician, actress, stewardess, orchestra conductor, poet, author, engineer, singer, etc. There were 36 different responses to the questions.

2. As the target population recalls it, when they were attending elementary school, 28 of their parents did not discuss or try to influence them in career choices. Those career choices that parents wished for their children most frequently in the elementary school were as follows:

- a. nurse for girls - 10
- b. secretary for girls - 8
- c. teacher for girls - 5 for boys - 1 for both - 6
- d. doctor for girls - 5 for boys - 2 for both - 7
- e. baseball player for boys - 4

The parents' choices for girls seem to cluster around those previously mentioned; there were 10 different choices for girls in all. For boys there appears to be a wider spread of parents' choices; there are 16 different choices made.

3. As the target population recalls it, their favorite subject in elementary school chosen most frequently are as follows:

- a. math for boys - 15 for girls - 17 for both - 32
- b. science for boys - 11 for girls - 8 for both - 19
- c. social studies for boys-10 for girls - 11 for both - 21
- d. reading for girls - 10
- e. English for boys - 2 for girls - 8 for both - 10

4. The most frequently chosen elementary school hobbies and/or interests are as follows:

- a. sports for boys - 16 for girls - 12 for both - 28
- b. art for boys - 8 for girls - 13 for both - 21
- c. music for boys - 5 for girls - 14 for both - 19
- d. reading for boys - 1 for girls - 9 for both - 10
- e. models for boys - 4

There were 13 other choices made by three or less boys and 16 other choices made by three or less girls. Of course many children chose more than one interest.

5. When asked about High Schools the target population wished to attend. Thirty boys and 36 girls chose an academic high school, while 11 boys and 16 girls chose a vocational school. Others gave no answer or answers that were irrelevant.
6. The target population indicated a preference for the following courses most frequently for their high school careers.
- | | | |
|--------------------------------|----------------|---------------|
| a. math for boys - 10 | for girls - 14 | for both - 24 |
| b. music for boys - 8 | for girls - 3 | for both - 11 |
| c. academic for boys - 8 | for girls - 1 | for both - 9 |
| d. science for boys - 8 | for girls - 8 | for both - 16 |
| e. social studies for boys - 5 | for girls - 2 | for both - 7 |
| f. engineering for boys - 8 | | |
| g. aviation for boys - 4 | | |
| h. language for boys - 1 | for girls - 9 | for both - 10 |
| i. English for boys - 2 | for girls - 4 | for both - 6 |
| j. secretarial | for girls - 15 | |
| k. shops | for girls - 6 | |
| l. all majors | for girls - 5 | |
| m. drama | for girls - 5 | |
| n. cooking | for girls - 4 | |

Less than four boys chose a total of 12 other courses. Less than four girls chose a total of 19 different courses in high school. Here, again pupils made more than one choice.

7. The target population gave the following answers most frequently in response to why they wish to go to a particular type of high school:
- | | | |
|-------------------------------------|----------------|---------------|
| a. can attend college for boys - 14 | for girls - 16 | for both - 30 |
| b. to go into aviation for boys - 4 | | |
| c. to be a mechanic for boys - 4 | | |

Nine answers were not given or were irrelevant. The boys made 13 other responses to this question with only one or two boys choosing each one. The girls made 20 other responses to this item with three or less choosing each response. The responses varied from such general statements as that the school would be beneficial, would prepare them to work, would give them pleasure, would help them get a good job, etc., to such specific statements as preparing them to play baseball, or they like to design machines or that they wish an orchestra, or wish to work with animals or prepare to be a nurse, etc.

8. The most frequent responses to choice of career at present were:
- | | | |
|-------------------------------|---------------|--------------|
| a. sports for boys - 7 | | |
| b. aviation for boys - 7 | | |
| c. science for boys - 2 | for girls - 3 | for both - 5 |
| d. secretary for girls - 14 | | |
| e. pediatrician for girls - 4 | | |

- | | | |
|---------------------------------|---------------|--------------|
| f. helping people for girls - 5 | | |
| g. male nurse for boys - 1 | for girls - 3 | for both - 4 |
| h. math for boys - 1 | for girls - 4 | for both - 5 |

There were 22 different responses made by the boys. Some were highly specific, such as engineer, traffic manager, gym. teacher; others were rather general such as being helpful, art, etc. The girls made 16 different responses. Again many were highly specific such as - fashion designing, mathematician, math teacher, lab. technician, veterinarian, etc. Others were as general as children, drama, arts, etc.

9. In the next question, the student was asked what interest of his contributed to his desire to enter the career chosen. The most frequently made responses were:

- | | | |
|-------------------------|----------------|---------------|
| a. science for boys - 5 | for girls - 7 | for both - 12 |
| b. math for boys - 3 | for girls - 4 | for both 7 |
| c. gym. for boys - 8 | | |
| d. art for boys - 3 | for girls - 2 | for both - 5 |
| e. money for boys - 5 | | |
| f. typing | for girls - 12 | |
| g. helping people | for girls - 19 | |

The boys made 20 different choices of interest. Choices not listed were chosen fewer than 4 times. The girls made 15 different choices.

10. Ability that the pupil felt would help him in his chosen career that was chosen most frequently:

- | | | |
|-------------------------|----------------|---------------|
| a. science for boys - 3 | for girls - 11 | for both - 14 |
| b. math for boys - 8 | for girls - 4 | for both - 12 |
| c. art for boys - 4 | for girls - 4 | for both - 8 |
| d. gym. for boys - 4 | | |
| e. music for boys - 4 | for girls - 2 | for both - 6 |
| f. typing | for girls - 9 | |

No response was made by 7 boys and 6 girls. Both the boys and the girls each made 16 different responses to this question. Those not mentioned above were chosen by less than four pupils.

11. The most frequent responses to what the pupil must know more about for his chosen career were:

- | | | |
|----------------------------|---------------|---------------|
| a. science for boys - 5 | for girls - 6 | for both - 11 |
| b. math for boys - 4 | | |
| c. basketball for boys - 9 | | |
| d. baseball for boys - 9 | | |
| e. people | for girls - 4 | |
| f. medicine and illnesses | for girls - 4 | |
| g. secretary | for girls - 8 | |
| h. art for boys - 1 | for girls - 3 | for both - 4 |

There were 22 different responses by boys and 26 made by girls. Those not listed were chosen less than four times. Some responses were more specific than others indicating that the students wished to know more about the specific work they were interested in such as electricity, first aid, public relations, law, etc. Others were more generalized in their responses; thus, they responded with knowing more about this world, about shop, about languages, about social problems, about culture, etc.

12. The responses made most frequently to what the most important thing is in choosing a career were:

a. right school and courses for boys - 5	for girls - 3	for both - 8
b. like it for boys - 2	for girls - 25	for both - 27
c. know whether fit for it for boys - 3	for girls - 9	for both - 12
d. knowing about it for boys - 3	for girls - 8	for both - 11

The boys made 21 different responses and the girls made 10. The boys responses tended to be more specific such as - speaking to a person in the field, passing a test, working with a bat, the pay, how many years to go. The girls were more general in their responses such as getting a good education, learning a good trade, etc.

13. The most frequent responses to after high school plans to further the students' interest and ability in his chosen career were as follows:

a. college for boys - 21	for girls - 35	for both - 56
b. working for boys - 1	for girls - 4	for both - 5

Further schooling was indicated by 3 boys and 7 girls with specific schools such as secretarial school, engineering school, night school, Julliard, and Harvard mentioned by less than 4 students each. Some students named specific careers that require more schooling such as, an art or music teacher. Other responses consisted of subject areas that students wished to study more such as learning Japanese, studying African culture, medical courses and study more. There were 12 different responses made by the boys and girls each.

14. The most frequent responses on how the pupils plan to finance further training or education were:

a. go to the bank for boys - 8	for girls - 8	for both - 16
b. work for boys - 12	for girls - 17	for both - 29
c. scholarship for boys - 4	for girls - 12	for both - 16
d. student loan for boys - 3	for girls - 6	for both - 9
e. part time job for boys - 4	for girls - 10	for both - 14
f. save at bank for boys - 2	for girls - 6	for both - 8

It is interesting to note that there were only three other responses and only one of those were to either ask family or that family will pay for the pupils' post high school education. Only three children said this. All other responses had to do with jobs or night school so that the pupil would finance his own education.

15. The most frequent responses to what the students' parents would like them to be were:

- | | |
|------------------------------------|----------------|
| a. up to me for boys - 7 | for girls - 11 |
| b. doctor for boys - 4 | for girls - 3 |
| c. never discussed it for boys - 4 | for girls - 4 |
| d. ballplayer for boys - 4 | |
| e. nurse | for girls - 7 |
| f. secretary | for girls - 10 |
| g. teacher for boys - 1 | for girls - 4 |

There were 11 specific responses from the boys which less than 4 boys mentioned here were 9 different responses made by girls and 7 boys and 7 girls did not answer this question.

16. The most frequent responses to why the individual became interested in his chosen field were:

- | | |
|--------------------------------------|----------------|
| a. interested in it for boys - 8 | for girls - 11 |
| b. liked typing | for girls - 5 |
| c. liked to help people for boys - 3 | for girls - 5 |

The boys made 25 different responses and the girls made 20 different responses. One of the responses centered about knowing someone in a specific field. Others talked about their interest.

17. The most frequent responses to subjects in junior high that helped prepare or further the students' interest in his career were:

- | | |
|--------------------------------|----------------|
| a. math for boys - 14 | for girls - 13 |
| b. science for boys - 13 | for girls - 13 |
| c. gym. for boys - 6 | |
| d. art for boys - 3 | for girls - 4 |
| e. shop for boys - 7 | for girls - 2 |
| f. hygiene for boys - 2 | for girls - 5 |
| g. social studies for boys - 4 | for girls - 4 |
| h. typing | for girls - 16 |
| i. language for boys - 1 | for girls - 4 |
| j. English for boys - 2 | for girls - 9 |
| k. orchestra for boys - 2 | for girls - 2 |

The only other response made by boys was guidance, which only one boy and 3 girls made. Ten of the boys did not respond at all. The girls made only two other responses to this question.

18. The subjects chosen by 4 or more students as good to have been included in their Junior High school work were child care chosen by 7 girls and typing by 10 girls. All other answers were chosen 3 or less times. No answers or irrelevant answers were predominant with 15 girls and 16 boys.
19. In response to what information was read by students or had students become acquainted with on their careers 17 boys and 9 girls just indicated that they had read about their careers. Four girls said they had read books and 4 boys, and 5 boys read pamphlets. Four girls stated that a guidance counselor helped them. Fourteen other answers had less than 3 students choosing this and 32 students made irrelevant responses or gave no answer.

20. In responses to whether the students had spoken to their teacher about their future most - 24 boys and 36 girls - stated they had not. Twelve boys and 20 girls stated that they had spoken with their teachers about future plans.

21. In response to advice given by teachers the following were most frequently chosen.

- | | | |
|-----------------------------------|---------|----------|
| a. no response | 22 boys | 37 girls |
| b. had not spoken to teachers | | |
| c. told to send away for material | 3 boys | 2 girls |
| d. told to stay in school | 5 boys | 3 girls |

There were 20 other varied responses that less than 3 pupils chose.

22. The most frequent responses to how guidance counselor could help were as follows:

- | | | |
|------------------------------------|---------|----------|
| a. suggest different information | 10 boys | 23 girls |
| b. help them select correct school | 3 boys | 22 girls |
| c. give advice | 5 boys | 6 girls |
| d. where to send for information | 1 boy | 3 girls |

There were 5 other answers that less than 3 pupils chose.

VGI---INFORMATION FROM THE SECOND QUESTIONNAIRE
IN THE SECOND HALF OF THE SCHOOL YEAR 1969-70

With the same population - Did not reveal significant interest changes. Below there are comments where there were noted increases in questions asked:

1. There were little or no interest changes.

2. Additional choices were added to #2 as follows:

Boys - electronic technician
basketball
up to me
good student
scientist

Girls - actress
musician
banker

3. Boys - music
reading

Girls - gym
shop
drama

4. Added Interests

Boys - chemistry
collecting things
math

Girls - teacher
TV
records
dolls
trips

5. No significant changes in interest

6. Added to choices

map reading
law
bookkeeping

Girls-science interest increased by 9
art interest increased by 8
fashion designer
business course
first aid
teaching
dancing
college bound

7. Increase in college 9

8. Boys - increase in sports 10
Added- banking
electronics
FBT
air force

Girls - modeling increase by 5
Added - musician
singer

9. Interest increase were in gym for boys. Girls in typing.

10. Ability interest increase in science, typing

11. Shorthand and math
12. These were an increase of 14 over the previous 3
13. An increase interest for college boys 17 and girls 19
14. Plans to work an increasewith both boys and girls
15. Little or no change from 1st questionnaire
16. Little or no change from 1st questionnaire
17. Increase in science, math, English, typing were subjects that helped prepare for career.
18. No important changes.
19. Boys indicated reading interest by 18 acquainted them with careers.
20. Boys - 22 did not speak to teachers about future plans - 7 did
21. No change of importance.
22. No change of importance.

C O N F I D E N T I A L

MY CAREER PLANS

Name: _____ Date: _____

This is a chance for you to tell us about yourself, so your counselor can help you plan your career.

After you have filled out this form, your counselor may ask you to take some tests to help you know yourself better.

Be as careful and honest as you can. All this information is confidential between you and your counselor.

Check the help you would like from your counselor:

- ☐ I would like help in planning my career.
- ☐ I want to know my interests and skills.
- ☐ I want to choose a course of study or a school.
- ☐ I have problems about my school or job.

Others: _____

FAMILY

Father's job: _____ Name: _____

Father's age: _____ Education: _____ Place of birth: _____

Mother's job: _____ Name: _____

Mother's age: _____ Education: _____ Place of birth: _____

Are both your parents living? _____ together _____ divorced _____

What language (s) do you speak at home: _____

What special abilities or interests does your father have? _____

What special abilities or interests does your mother have? _____

How many brothers do you have? _____ How old are they? _____

Are they working in jobs or are they in school? _____

How many sisters do you have? _____ How old are they? _____

Are they working in jobs or are they in school? _____

EDUCATION

	<u>Name and location of this school</u>	<u>Dates you attended this school</u>	<u>The highest grade or degree you received</u>	<u>The kind of courses you studied there</u>
Grade School	_____	_____	_____	_____
High School	_____	_____	_____	_____
Trade or Technical	_____	_____	_____	_____

How old were you when you finished grade school? _____ high school? _____

Circle the courses you enjoyed in school and try to put down the grade you got. If you did very well, write (A). If you were good, write (B). If you were average, write (C). If you were poor, write (D). If you failed, write (F).

English _____ Arithmetic _____ Earth Science _____ Freehand Drawing _____
French _____ Algebra _____ Physics _____ Mechanical Drawing _____
German _____ Geometry _____ Geography _____ Shop Work _____
Latin _____ Trigonometry _____ Civics _____ Typing _____
Spanish _____ Chemistry _____ Government _____ Shorthand _____
Music _____ Biology _____ History _____ Bookkeeping _____

Other subjects: _____

Did you have trouble studying? _____

If you did, was it because (a) you were not interested, _____ (b) you could not keep your mind on your work, _____ (c) your home was too noisy, _____ or (d) you had too many outside interests? _____

Do you plan to have any further education? _____ If so, what? _____

Interests and Skills

What school subjects do you like best? _____

What school subjects do you like least? _____

Write down the names of the clubs, athletic groups, dramatics, newspapers, honors, offices, or other activities in which you took part. _____

What hobbies do you have? _____

What out-of-school activities (clubs, recreation, social activities) do you take part in? _____

How much do you read? A great deal _____ Some _____ Very little _____

What magazines do you read regularly? _____

What books have you read recently? _____

What newspapers do you regularly read? _____

Health

Would you say your health is: Good _____ Fair _____ Poor _____

Have you had any major illnesses, accidents, or operations? If so, describe: _____

Do you have any physical condition that would interfere with your career plans? _____

Have you been under a doctor's care for a long time? _____ When was this? _____

Do you often feel sick or "nervous"? If so, describe: _____

WORK EXPERIENCE

Part Time

What part-time jobs have you had during school or during vacations? _____

Full Time

Write about other jobs you have had:

	The name of the firm	How long did you have this job?	What salary did you get?	What did you do?	Why did you leave?
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____

Which of these jobs did you like best? _____

Why? _____

Describe the happiness and satisfaction you would like to get from a job:

Describe the kind of job you would most like to have if you could get any one you wanted:

Describe the job you actually expect to get when you've finished school:

Self-Evaluation

Circle the word that describes you best in each of the following:

(1)	I am very self-confident with others	always	sometimes	never
(2)	I get along well with others in school, at parties, on my job.	never	sometimes	always
(3)	I give my opinions at club meetings, in classes, at school, etc.	always	sometimes	never
(4)	I can express myself in English and write my ideas down on paper.	Good	Average	Poor
(5)	I can use figures and do most arithmetic problems I come across.	Poor	Average	Good
(6)	I am good in handling names and numbers, in filing things and keeping records.	Good	Average	Poor
(7)	I can use tools, fix things, and work with machines.	Poor	Average	Good
(8)	I am good at drawing, making designs and models	Good	Average	Poor
(9)	I am good at working with my hands	Poor	Average	Good

Place a circle around the one of the following pairs you like best:

- | | |
|---------------------------------|---------------------------------|
| I like to work in large groups. | I like to work in small groups. |
| I like to work by myself. | I like to work with others. |
| I like to sell things. | I like to manage an office. |

I like to invent or plan something.

I like to carry out someone else's plan.

I like to work with people and help them.

I like to work with machines and things.

I like to work with numbers and solve arithmetic problems.

I like to work with words and ideas.

I would like a steady, secure job.

I would like a job that is full of adventure, but one in which I might fail.

I like to do the same thing every day in a job.

I like a job that has a lot of changes.

Circle any of the following words which describe you generally:

friendly, calm, reserved, unhappy, bashful, stubborn, snobbish, contented, outgoing, excitable, conscientious, talented, easily-tired, reliable, self-confident, stick-to-itive, cheerful, slow, athletic, quiet, courteous, highly nervous, often sad and blue, get angry easily, look on the dark side of things.

Have you ever felt you failed. _____ If so, how? _____

MY CAREER PLANS

What plans do you have for the future?

Have you made up your mind on what career you'd like to follow?

What do you want from a career?

What talents and abilities do you have?

What limitations or drawbacks would keep you from being successful?

Have you had trouble in deciding on a career?

Other remarks you'd like to make:

GUIDANCE LESSON PLAN: #1

General Aim: To introduce students to the world of work.

Aim: To learn that a large company like Equitable Life Assurance Society of the U.S. has many and varied jobs (to be elicited from class).

Materials: booklets, application blanks, testing materials from the company.

Motivation: Teacher writes on board "The Equitable Life Insurance Company" (will change to exact title later).
On the board I have written the name of a big Company in New York City. Let's look at it. What business do you think it is in?

Method: Developmental (teacher fills in information when indicated)

1. What kind of job would one get with them? (elicit insurance man)
2. Would it be necessary to have other kinds of jobs too? Develop by additional questioning. Who backs up the insurance man? To whom do reports go? Who decides what premiums are? Who makes important decisions? etc.
 - a. telephone operators
 - b. clerks
 - c. secretaries
 - d. bookkeepers, accountants
 - e. mathematicians
 - f. financial advisors
 - g. officers of the company
 - h. the employment office
 - i. nurses, doctors (this an infirmary)
3. (Emphasize) Did you ever think that there were so many jobs available just to sell insurance? How do you think an aim should be written based on what we have just talked about?
4. Suppose you wanted to know more about any of these jobs. How would you go about finding out about them?
5. Distribute materials among small groups into which the class is divided, have them look at them, exchange them.
6. Did I write the name of the Company correctly?

Summary: What did you learn about the Equitable Life Assurance Company today? (large company, has many and varied jobs, other large companies would have many varied jobs.)

GUIDANCE LESSON PLAN: #2

James Carter

Aim: To Discuss Future Job Opportunities

Motivation: Ask class to imagine that today is _____, _____ 1975 instead of _____, _____ 1970.

Question: Does anyone have any idea as to what kinds of jobs will be available in 1975? Ask pupils to list the kinds of jobs they think will be available in their notebooks.

Lesson Development:

1. Explain that the transparencies to be shown on the future job opportunities were made up by the Western Electric Company.
2. As the transparencies are shown have pupils list in a separate column in their notebooks the kinds of jobs that will be available.
3. Discuss some of the different jobs listed on the transparencies - first asking students if they know what the people in these jobs do and second, tell the students a little about the jobs. Some jobs to discuss: Secretaries, Auto Mechanics, Programmer, Data Processing, Technicians, Management trainees, Stewardess, etc.
4. Collect pupil lists of jobs for comparison and later redistribute.

Summary: Why is it important that you know what jobs will be available in the future?

FUTURE JOB MARKET

FIELD: COMMUNICATIONS EQUIPMENT MANUFACTURE

OVERALL COMMENT: "Technology will significantly change the manufacturing job of tomorrow. Jobs will be more interesting - less repetitive work. Skills needed will be observational and comparative - noticing small changes and making corrections. Numerically controlled machines will do most of the uninteresting work."

TYPICAL JOBS (MEN AND WOMEN)

COMMENT

Processing Technician	Will control machines.
Programmer	Work will not only be EDP but also machine controls.
Maintenance Technician	Complicated machines will require skilled repairmen.
Management Trainees	Mostly college grads but some openings for others.

GUIDANCE LESSON PLAN: #3 (Occupational Information)

Sophie Hollander

General Aim: Help establish proper attitudes towards work.

Aim: To discuss getting along on the job.

Motivation: Why does an employer hire people? (elicit number of responses and write them on the board)

Method: (Developmental)

1. An employer hires people because he needs them.
2. Let's remember or talk about Equitable Life Assurance Company.
 - a. Did they have many employees?
 - b. Did they all sell insurance?
 - c. Why were so many different types of jobs needed? (elicit they were needed to accomplish what the firm wished to accomplish)
 - d. What happens if you talk a lot on a job?
 - e. What happens if you are absent a lot? (elicit your work is not done, you hold up others)
 - f. What happens if you come late to a job? (elicit as above)
 - g. What do you think the word "cooperation" means on a job?
 - h. Is this similar to some of the rules we have in school?
(school tries to help you establish good habits, to help you in everything you do later on)

Summary:

What has an employer a right to expect from you if he hires you?
(elicit promptness, regular attendance, attention to work, cooperation, willingness to get along with others)

GUIDANCE LESSON PLAN: #4 (Occupational Information)

Sophie Hollander

General Aim: Help establish proper attitudes towards work.

Aim: To discuss what is important in preparing to look for a job.

Vocabulary: interview, first impressions, evaluation

Motivation: How many of you hope to get a job this summer?

Method-Developmental

1. _____, where would you like to work? (ask several students)
2. How are you going to get a job?
3. Will there be an interview?
4. How do you think you should prepare for an interview? (elicit proper dress, necessary documents as proof of age, working papers, social security card)
5. What else should you plan for when preparing to go for a job interview?
 - a. carfare, telephone money, maybe lunch money.
 - b. Think or what I will say about myself.
6. When you are ready to work as an adult, will these factors still be important?

Summary - elicit

When I go for a job, I must consider the impression I will make. My appearance, my preparation of materials and the way I answer questions about myself will help the person who interviews me to decide if I can have the job. I should learn this now so that when I am ready for the world of work, I will know what to do.

Aim: To learn some important work vocabulary

equal opportunity employer

Corporation materials

3. If you were looking for a job - how would these words be useful?

We should be familiar with this vocabulary because all business especially big business uses these words and they are important in helping where to work.

GUIDANCE LESSON PLAN: #6

Sophie Hollander

Aim: To learn about opportunities in the New York Telephone Company and the Equitable Life Assurance Company.

Materials: Illustrative and printed materials from the New York Telephone Company and the Equitable Assurance Company.

Motivation: When we spoke about the Equitable Life Assurance Company, what did we learn about the types of jobs available?

Vocabulary: equal opportunity
pension systems
benefits
personnel

Method: Developmental

1. Elicit many varied jobs.
2. Divide the class in half. Assign one company to each section.
3. Teacher asks the students to review the printed materials, while students do this, she writes similar outlines on 2 boards.

Name of job	Duties	Education required	Salary	Benefits	Company's help to advance oneself

Allow 15 minutes for students in each section to write lists in books.

4. Have students volunteer to go to the board to write a job under the categories for each company.
5. Elicit (a) many jobs are similar in both companies.
(b) dissimilar ones are peculiar to each company
(c) How does company encourage advancement?
6. Encourage students to participate - fill in columns that students couldn't.

Summary: What have we learned about these two big Corporations?

1. There are many and varied opportunities.
2. Companies want help and want employees to advance.

GUIDANCE LESSON PLAN: #7

James Carter

Aim: To Discuss Careers in Banking

Motivation: Ask class: "How many of you have heard of the Chemical Bank?"

Lesson Development: Pivotal Questions

1. What types of careers do you think may be available in Banking?
List pupil responses on board.
2. Explain to class that you recently visited the Chemical Bank and talked to bank personnel about job opportunities.
3. List on board the different types of jobs and education requirements and salary.
 - I. Typists - Some High School required - must type at least 35 w.p.m.
Salary - \$90 per week.
 - II. Clerks - Some High School required - must know how to file and be good in math. Salary - \$90 per week.
 - III. Tellers - High School Graduate - Good in math. Salary - \$100 per week.
 - IV. Management Trainee - College Graduate.

Ask - Why do you think that most banking jobs require people who are good in math?

Explain - Bank also requires its employees to have good grades in High School in social participation.

Ask - Why do you think the bank would have this requirement?

Summary: What are some of the careers open to you in Banking?

Evaluation of Lesson

On the whole I thought that the lesson went over well. The students were responsive and seemed interested in learning about the different careers available to them in Banking.

I asked at the end of the lesson, how many of them would either like to visit the Chemical Bank to see it in operation, or to have representatives from the bank come in to school and speak to them about careers in Banking, and most of them answered in the affirmative.

VOCATIONAL GUIDANCE

I.S. #155

D. Andreassi
C. Baker
F. Crapanzano
H. Goldes
M. Gutierrez

INTRODUCTION

Frank Crapanzano

I am presently the Seventh Grade Guidance Counselor at I.S. 155 which is located in District 7 of the South Bronx. This is my second year as a counselor although I have had many different types of teaching experiences since 1956.

I am the sole Seventh Grade counselor which encompasses counseling over 750 children. I do this by meeting with fifty-four different groups of 7th graders monthly. The schedule for meeting the groups was set up by me with the approval of the Assistant Principal in charge of guidance and the Principal of the school. In addition to this monumental task (which is not the best word to use since I thoroughly enjoy it!) I do individual guidance, meet with parents and do all of the other things that guidance counselors are supposed to do.

I will present in this paper some of the activities I have incorporated into these groups which are a result of the Vocational Guidance Institute to which I have been exposed.

ACTIVITIES USED IN GROUP GUIDANCE IN THE SEVENTH GRADE AT I.S. 155

AS AN OUTGROWTH OF THE VOCATIONAL GUIDANCE INSTITUTE

1. LESSON PLAN
2. LESSON PLAN
3. MONTHLY GUIDANCE NEWSLETTER OCCUPATIONAL INFORMATION
4. YOU, YOUR JOB ... AND CHANGE
5. NEW YORK LIFE INSURANCE FREE OCCUPATIONAL BOOKLETS
6. SEVENTH GRADE PARENTS' NIGHT

GUIDANCE LESSON PLAN:

Frank Crapanzano

Objective: To develop in the students' minds an awareness that making an occupational choice prematurely eliminates a great many other occupational possibilities.

1. The first activity I asked the students to participate in was to tell me the number of jobs that they thought existed. The responses were varied. No student in all of the fifty-four groups in which I asked this question guessed more than one hundred.
2. The next activity was asking the students to write down names of as many jobs as they could think of. They were given approximately five minutes to complete this task. They soon expressed surprise at the low number they could name.
3. After determining the student who had written down the largest number of occupations, I drew that number of dots on the blackboard.
4. I then asked the students to imagine the entire front blackboard covered with dots similar to those I had drawn on the board. I pointed out that if I had the inclination or time I could probably cover the entire front blackboard with approximately 20,000 dots. They agreed that I probably could.
5. I then drew a circle around the dots which I had drawn and which represented the largest number of occupations named. I asked the students to compare the number of dots in the circle with the number of dots (20,000) drawn on the blackboard in our imaginations. They quickly observed that the number was indeed minute by comparison.
6. I then pointed out that the number of different kinds of occupations which exists is much greater than those which we are aware of and that the longer an occupational choice can be delayed the more occupations one will be aware of.
7. I then reinforced this by writing the word OTORHINOLARYNGOLOGIST on the board. After a great deal of discussion and laughing the students asked me what that was. I told them it was an occupation. With some assistance from me the students deduced what the occupation was. They enjoyed this tremendously.
8. I pointed out that a few minutes before they had never heard of this occupation and would probably not have chosen it. Through discussion they quickly saw that this was probably the case with a great number of other occupations of which they were not yet aware.
9. They then deduced that the longer one lived the more aware of different occupations that one could become. They decided that the longer one could delay making a definite choice the more chance one had of making the best choice.

10. As a follow up to this lesson I initiated an occupation contest in my seventh grade. The rules of the contest were:
 - a. to name as many occupations as possible.
 - b. help could be obtained wherever possible (books, newspapers, parents or other resource people).
 - c. writing was to be done on only one side of the paper.
 - d. the named occupations were to be numbered so that the checking would take a minimum of time.
11. Many of the students in the 7th grade entered the contest. The prizes were to be two transistors for the boy and girl with the most occupations. The girl won with over 1,500 occupations and the boy with almost 1,000.

GUIDANCE LESSON PLAN:

Frank Crapanzano

Objective: To develop in the students' an awareness that intelligent decision making requires time and accurate information.

1. The lesson was initiated by my asking the students if their parents would buy a house without looking at the inside of it. They quickly reacted and answered no. I then asked them if they would buy a car without driving it around. Again they thought I had asked a foolish question.
2. I then asked some of the students if they had any idea about "What they wanted to be" (occupational choice). Quite a few indicated they did. I began to ask those who had said that they did know what they wanted to be questions about their chosen occupations, many of which they could not answer.
3. I then referred back to the original discussion about buying that house or car. I asked the students why they would want to look inside the house or test drive the car and they said it was to know more about the thing they were contemplating buying. I pointed out that this could be called information.
4. I then asked them if they would buy the house right at that initial contact with it. Most of the students said they needed time to think about what they had seen. I then wrote on the board. $I + T = I.D.$ (Information + Time = Intelligent Decision).
5. I then referred back to their decision making concerning an occupation without very much information concerning the particular occupation they had chosen. They then agreed that they needed a great deal more information about an occupation before they were able to decide (intelligently) whether that was the best choice for them.
6. We then became involved in a discussion as to the reasons for certain people choosing certain occupations. I asked them to name some of the considerations about a particular job a person would need to know before he could choose intelligently.

Some which they named were: SALARY, LOCATION, HOURS, VACATION, BENEFITS, SURROUNDINGS, PEOPLE YOU WORK WITH.

SEVENTH GRADE MONTHLY GUIDANCE NEWSLETTER:

Frank Crapanzano

This is a publication I issue monthly for my grade. In it are included announcements which all pertain to the 7th grade. In the last few issues I started including a new feature which I had not previously thought of. This section will now include monthly the addresses of companies and corporations where the students can get free pamphlets and booklets concerning occupations. The students can send for these on their own. I probably would not have thought of including them but for the V.G.I. which made me more aware of occupational information for the students.

(Examples of items):

YOU, YOUR JOB AND CHANGE BOOKLETS - For those of you whose classes haven't met with me and used these new books some information. Ask the 7th graders who HAVE begun using these booklets how they like them. I think you'll get the same answer from all of them. "THEY'RE GREAT!" These booklets were brought to my attention by MR. ANDREASSI. MR. BALOGH ordered them for us. If you haven't used them yet I KNOW you'll find them great fun and interesting too!
(Mr. Andreassi is a V.G.I. participant)

SECRETARIAL CLUB: Bogart's Secretarial Club last month ran a food sale in the teachers' cafeteria. All of the girls worked very hard and I have been told it was a tremendous success. Mrs. Gutierrez the faculty advisor and organizer deserves a great deal of credit for all of the extra time she devotes to the club and its members. In case you're interested see Mrs. Gutierrez. You can still join. (Mrs. Gutierrez is a V.G.I. participant)

FUTURE TEACHERS' CLUB: The Future Teachers' Club under the direction of Mrs. Baker announces its new officers which were elected on February 19. The officers are as follows: President - Tonia Dawson (8-201); Vice-President - Julius Austin (7-305); Secretary - Millie Casciano (7-330); Treasurer - Marina Garcia (7-203). Congratulations to the new officers!
(Mrs. Baker is a V.G.I. participant)

DROPOUT TEENAGERS: In case you have any relatives or friends who have dropped out of school and who are between the ages of 16 and 18 the South Bronx Out-of-School Neighborhood Youth Corps has some jobs available in the fields of housing projects, health service agencies, community centers, day care centers, and hospitals. If you know of anyone who is interested send them to the South Bronx Concentrated Employment Program at 520 Courtlandt Avenue (near 149th Street) Room 517, telephone is 993-3500, extension 262.

VOCATIONAL GUIDANCE BOOKLETS: I have just bought some really good vocational guidance booklets which you will be using during the group guidance sessions. I know you will enjoy them. I received the money for these booklets through Mr. Balogh who is the Assistant Principal in charge of guidance at our school.

VOCATIONAL INFORMATION: For those who are interested in sending for information about occupations the following booklets can be obtained from - The New York State Department of Commerce, Woman's Program, 230 Park Avenue, New York 10017.

PARAPROFESSIONAL OCCUPATIONS SERVING HOMES AND FAMILIES.
WHY SHOULD GIRLS STUDY MATHEMATICS?
PUBLIC RELATIONS AS A CAREER FOR WOMEN.
CAREERS IN HOME ECONOMICS.

"YOU, YOUR JOB ... AND CHANGE"

Frank Crapanzano

Mr. Andreassi, one of the teachers in my school who is also one of the participants in the Vocational Guidance Institute brought to my attention a wonderful booklet by the above name. After reading through it I realized that it was perfect for many of my 7th graders. It was illustrated with funny cartoons and well-written. I then asked one of the assistant principals in my school (in charge of guidance) if he could get some money for me to purchase a number of these booklets. He did. I have since been using them with all of my 54 groups. I cannot tell you strongly enough how much the students love this book. The discussions which have evolved from its contents are numberless. This booklet should be bought by all of the Junior High Schools in District 7 to be used in group guidance sessions.

It is:

You, Your Job ... and Change

by Reva Green
Bernice Marshall
Edwin Young
Ruth Young

New York: Oxford Book Company, 1968.

FREE OCCUPATIONAL BOOKLETS:

As an additional lesson I made the 7th graders aware of the service rendered by the New York Life Insurance Company in which they send free of charge booklets dealing with some fifty-seven different occupations. After a discussion of occupations I gave each student a copy (see below) of a business letter (typed and written) written to the company requesting booklets on various occupations. The copy was given to them when I realized that many of them had no idea of what a business letter was nor the correct form for the same. I thought that by providing them with a correct copy I could accomplish two things - 1) help them learn how to write a business letter and 2) get their occupational information with a concomitant learning that 3) some industries do care about what they will be doing in the future. That was the part that impressed them the most. To think that they could actually write somewhere and that someone would actually send them a free booklet!

655 East 149th Street
Bronx, New York 10455
February 4, 1970

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

Gentlemen:

Please send me the free booklet which deals with the careers
_____. I want this booklet because I want to
learn more about these careers.

Thank you for this service.

Yours truly,

Jose Romero

(Also a handwritten copy was given the students)

SEVENTH GRADE PARENTS' NIGHT:

Frank Crapanzano

On the evening of April 23 I conducted the first Seventh Grade Parents' Night at I.S. 155. The purpose of this meeting was to bring together as many 7th grade parents as possible and to make them aware of the seriousness of the choice of high school by their 7th grade children. As guest speakers I had a guidance counselor from a New York City academic high school, a guidance counselor from a New York City vocational high school and a representative from the City University of New York who spoke to the parents about open admissions and what it means for their children.

The parents who attended were given lists of the available high schools and their requirements. They were also given a sample of a high school application so that they would be aware next year of where they had to sign it.

This high school choice is so directly related to occupational choice that I am including it as one of my activities. The meeting was considered by all as a success. The principal has decided as a result of the meeting to make this a yearly activity.

Perhaps, as a follow up to this, some of the industries who participated in the Vocational Guidance Institute this year would like to volunteer to send a guest speaker to my school in the fall for a similar type meeting which I would be willing to arrange at which time they would speak to the parents about changes in the world of work. This could be a vital link between the community, the school and industry. I am most willing to arrange this if the industries are interested.

Vocational Guidance

Domenic Andreassi

How can a teacher best help a student in the process of occupational guidance? We realize it is a continuous growth process and it takes place in the student over a long period of time. What few teachers do realize is that students are becoming tired of hearing about the different opportunities available to them in the different fields of interest, what skills are needed and who can obtain these positions. Students want to see and seek for themselves and then decide first hand what they are interested in. How can this be accomplished? With a little extra effort, more concern, infinite patience and hard work. Show students what they want to see - take them on field trips. I have tried this approach and I feel the success obtained balanced out all the effort put in.

I have been working with a number of students and have been experiencing unusual events. It has been working very well in its informal manner. During regular mathematics lessons a comment may be expressed showing interest in a certain area of industry and a short trip is taken to further explore it. One particular day a student expressed interest in working on a Construction Crew. There happened to be such a crew working in the area near the school. We took a walk over and the student spoke to the workers involved in the various jobs. He therefore was able to satisfy his own interest and then to report back to the other students what he learned and share his new knowledge with them.

Questions concerning the responsibilities and opportunities of an engineer arose another day and we then proceeded to interview an engineer and have him explain the different parts of his job to the concerned student. The same thing was then done with a lawyer.

An airline stewardess then cooperated with us by showing us around an airport and explaining her responsibilities, requirements and what her job entails to two students. While we attended this tour the girls were able to see other available jobs at an airport and share their knowledge with the students who didn't attend but might be interested with this line of work. (See following pages)

These interests when first expressed were explored and later reported on and I found that when the pupils involved in each trip would report back to the other pupils, more enthusiasm was felt and since they were learning from their own peers, the information was received better.

Now the work begins - after school clubs must be formed. The students must explore their own varied interests in occupations and the teacher can act as an impartial observer giving help when it is sought and always showing concern and interest.

Definitely much effort must be exerted by pupils and teachers but what goal is really appreciated unless work is put in to obtain it?

"Exploring the Job of Airline Stewardess"

Domenic Andreassi

I've selected two seventh grade girls from one of my math classes. Our meetings have been very informal. First we started a discussion about different occupations. They told me which occupations they had an interest in, after a great deal of probing on my part. It seems they never really thought about future job aspiration. To repeat, it was very informal, not teacher to pupil but friend to friend. In our discussions we described the different types of jobs; unskilled, semi-skilled, white collar, blue collar and professional. We then visited some of these various fields. One of our visits was to a drapery factory. They saw people doing semi-skilled jobs. They were told the opportunities of advancement in this type (almost none). One of the girls remarked, "Boy, it's much different than what my friend told me it was".

I explained to them that we would not believe what other people told us about their jobs. We were going to find out in a practical way. These girls asked what it was like to be an airline stewardess. One of the per diem teachers in our school is a stewardess and we arranged for an appointment to discuss her job. At the end of the discussion, I felt that the girls had gotten a thorough knowledge of the "life of an airline stewardess", but they were not satisfied. They asked if we could go with her on one of her routine flights. I explained to them that this was impossible but that we could go to the airport and see her at work. They were delighted. Margie (the stewardess) took us on a tour. This wasn't a regular tour, it was a special one. The girls went on a plane, spoke to other airline stewardesses, went into the cockpit and spoke to the Captain. He explained some of the functions of different instruments. Margie showed them how to cook and serve a meal on a plane. The girls were almost ready to wash the dishes due to their excitement, but Margie explained the airline stewardesses do not have to wash dishes. All this time I have been snapping pictures with my Kodak 104 Instamatic. At the end of the tour the flight pilot gave them post cards, puzzles, but more important, he gave them a set of flight wings. He called them junior airline stewardesses. At this point I didn't have to drive them home, they were almost flying home due to their excitement. The girls have asked me to help them get the skills needed to get this job. They also want to share this experience with the rest of the class. I am using the photos of this trip as a motivation in one of my math lessons. I will be doing this in a few weeks therefore, I can't give any results.

This has been a most worthwhile experience both for myself and for these two young girls, even though I've worked with only two girls. I have found it most rewarding. I will not stop here. I've told the girls that we can go on many more similar trips.

A new relationship has developed between myself and these pupils, one that didn't exist several months ago.

I intend to continue in this new type of guidance with more of my pupils as soon as I feel these two girls can follow along without my guidance.

VOCATIONAL GUIDANCE INSTITUTE

Magnolia Gutierrez

Overall Project of ESL Department
School I.S. 155

<u>Classes</u>	<u>Participants</u>
8-244	Mrs. Moreno
8-246	Mrs. Gutierrez
8-248	Mrs. Ibaceta
7-222	Mrs. Aparicio
7-353	Mrs. Ferrer

Aims to reach:

1. Motivate students toward the understanding of future job market.
2. Stress in them the importance of a good education (in all subjects) and especially mathematics, to obtain a good job.
3. Erase from their minds the idea or complex that because they are handicapped in English now, or members of a slum they are going to be underclass, discriminated, and neglected in good jobs.

The techniques used to obtain these objectives are the following:

1. Talks with the different groups as a motivation in class. The topics selected were based on the information for me obtained through the different trips.
2. Discussions where each student expresses his ideas of what a job market is for him.
3. Through application of questionnaires, in form of a survey, I have had the opportunity to discover not only their meaning of jobs, but also their vocational interest. (Some models of these questionnaires follow.)
4. Films based on how Vocational High Schools perform have been shown, in order to develop the vocational interests of the students.
5. Distribution of booklets with different information about jobs and careers.
6. Discussions based on the different visits to which I attended through the Institute such as: Equitable Life Insurance, C.B.S. Station and other firms or companies.
7. The establishment of two projects: 1) Secretarial Club 2) World of Work The aim of the (#2) "The World of Work" has made the students improve their skills in math and increase their interest by making this subject meaningful and vital to them.

An excellent example of this is the extraordinary scrapbook which a student prepared and handed in. More than fifty scrapbooks like this one could be shown to the teachers from the district interested in it.

I will state here some of the aims presented and developed through my lesson plans in the project "The Secretarial Club".

Aim #1 - What a good secretary means.

- a) Information about all the duties and skills a secretary should have.
- b) Subjects a High School offers to prepare a girl to be a secretary.
- c) Other studies offered by colleges to elevate the obtained skills.
- d) Importance of good appearance and pleasant disposition.

Aim #2 - How to write different kinds of letters.

- a) Commercial letters.
- b) Letters of information about a job.

Aim #3 - How to write minutes.

- a) To learn that the purpose of the minutes is to condense what has happened in a meeting.
- b) To obtain skills in shorthand and precision in condensing sentences and paragraphs.

Aim #4 - How to prepare for an interview.

- a) Make students realize the importance of a good appearance.
 - 1) Pleasant personality
 - 2) Good manners
 - 3) Be tactful and sincere

The Secretarial Club has also been trying to improve their social attitudes as this will be important in their future careers as secretaries. In order to do this we organized a food sale in the teachers' cafeteria on March 18, 1970. The funds from this activity were used by the girls for gifts for the children at Willowbrook State Hospital which we visited after Easter.

The interest and motivation of the girls was evident as they worked hard for weeks preparing for the big event. They made place cards, decorations and encouraged their mothers to prepare the plates that were sold.

Afterwards they worked even harder making Easter baskets filled with candies to take to the children at the hospital.

But the most remarkable achievement during these hectic weeks was the debut of our own Newsletter; which follows:

The success at the hospital was extraordinary; the children (who are all mentally retarded) received gifts from our girls. The girls had the experience of knowing that these children through special training were able to develop a skill and work in their adult life.

This impressed in their minds once more the importance of a job and if these handicapped children can do it, why not they?

EVALUATION OF THE WORK REALIZED THROUGH THIS INSTITUTE

Comparing these classes to last year's classes, in which I had not applied the techniques which I am working with now; I see that there is a major improvement in the students' attitudes.

Also they are really thinking of their future life and careers, and truly feel that they can achieve a high standard of life if they set their minds to do it.

I will suggest that this Institute next year works directly with our district so that all areas of curriculum in Junior High School are covered.

Vocational Review

Magnolia Gutierrez

8th graders

Date:

1 - Do you Plan to go to College?

1 - Planea o'piensa usted iraun college?

NO

2 - What do you want to be when you grow up?

2 - Que' desea usted ser cuando sea un adutto?

I don't know.

Name: Marion Medina

(Few of the students had ideas as to what they wanted to do when they grew up.)

- 270 -

ELMER E. BOGART - I.S. 155
470 JACKSON AVENUE
BRONX, NEW YORK 10455
NORMAN BLACK, PRINCIPAL

ESL DEPARTMENT
ASSISTANT PRINCIPAL, MR. FONSECA
TEACHER: MRS. GUTIERREZ

- 1) - In what Project do you want to work?
- a) - Secretarial Club.
 - b) - The World of Work
Connected with Mathematics.

STUDENT NAME:

Hortencia Ruiz

CLASS:

8 - 244

(This questionnaire was sent out as the two different projects were begun.)

The Secretarial Club Newsletter

Magnolia Gutierrez

"Secretarial Club News"

Our Secretarial Club, here at I.S. 155 is perhaps one of the newest clubs in the school. It was formed early in October after a survey was taken among the students of the E.S.L. Department to find out their vocational interest.

The goal of each of its members is to get to know the skills a secretary should have, and work hard to achieve them as future secretaries. Our club is also involved in a project called "The World of Work" where we work very hard trying to improve our knowledge in mathematics.

We meet once a week after school in room 246. You are invited to join us if you care to watch us at work.

In our club we are also trying to develop our social attitudes. One way of achieving this is by activities such as our food sale. The funds of this are being used by our members to prepare gifts for the children of Willowbrook State Hospital which we are visiting after the Easter Vacation.

We give our greatest thanks to Mr. Black, our principal who made this event possible. We give our thanks also to the assistants and to the teachers of the E.S.L. Department. And also to those parents of our members that helped in making this event a success.

We hope you enjoy our food thank you for your support.

Juanita Cendena.....President
Aida Hernandez.....Vice President
Migdalia Rosado.....Secretary
Julia E. Rivera.....Treasurer

Director
Mrs. Gutierrez

Vocational Guidance

Carolyn Baker

Specifics on Status of Students:

All of my 7th and 8th grade reading classes have been taught to use the S.R.A. Reading Laboratory. On their placement exam are various questions on attitude toward reading, interests and future aspirations. These inventories as well as class discussions are what I have used to draw the following conclusions.

a) Knowledge of occupations

I do not believe that these students are well informed about the multitude of job situations. Their knowledge is limited and their choices often unrealistic. Approximately 80 students listed no more than 10 to 15 different job roles. Nor have these students any idea about how to achieve their goals.

Most of the girls listed secretary, nurse, teacher, good job, get married or go to college as their choice for the future. Individual girl students listed, doctor, actress, writer, musician.

The boys listed automobile or plane mechanic, pilot, football or basketball player, telephone repairman, computer programmer, policeman or fireman, detective, artist, expert diver. (Most of these professions were listed by 1 or 2 students; auto mechanic being the most popular choice.)

b) Interest in occupations

The students were always interested in discussing different job opportunities and their interests in the world of work. Questions such as, "Why should I go to college?" and "Why should I study an academic course in high school?" were discussed and analyzed.

c) Attitudes toward work

Much ambiguity as to what it all meant was displayed by the students. Many seemed uncertain about the future:

Doreen - 8th grade - "I don't know what I want to be."

Miguel - 8th grade - "Get a job, I would like to play football or baseball."

Carlos - 8th grade - "Be an acrobat or an electrician or play guitar."

Hector - 8th grade - "Be a bookkeeper and I am not sure."

Some knew what they wanted.

William - 8th grade - "Be a wonderful T.W.A. trans-world airlines jet pilot, but I have to study hard."

Delores - 8th grade - "Be a nurse for babies because I like babies."

Lance - 7th grade - "Computer programmer."

Miguel - 8th grade - "Help the black people of America take chairs in Gov't. jobs."

Some felt it was something they had to do, others sensed the responsibility work entailed. To a few, work was to make money - to do and get what you want. The satisfaction and rewards of doing a job well were sensed by only a few.

Maria - "Want to be a good teacher."

Miguel - "Want a good job and a good house."

c) Relationship of reading and work

The students seemed to understand how reading was important in all career areas, the actress who must memorize her part, the auto mechanic who reads manuals and be aware of the latest developments in the industry.

Responses of 7th and 8th Graders to S.R.A. Placement Examination

"When I complete my schooling I want to"

Boys		Girls	
Mechanic	4	Nurse	10
College	3	College	4
Pilot	3	Secretary	4
Sports	3	Teacher	4
Bookkeeper	2	Typist	2
Programmer	2	Actress	1
Policeman	2	Airline Stewardess	1
Undecided	2	Doctor	1
Army	1	Marriage/Family	1
Artist	1	Undecided	2
Diver	1	Writer	1
Gov't. Worker	1		<u>31</u>
Musician	1		
Postman	1		
Telephone Repairman	<u>1</u>		
	32		

(No. of students in these classes are 1/3 of the total class register attending reading with Mrs. Baker.)

What I did - How I did it (Class 8-120)

After the S.R.A. inventory, the class and myself discussed their choices for a career. One girl student wanted to be a secretary, the other wished to finish college and become a nurse. Three of the seven boys wished to be mechanics (auto or plane). One boy a pilot, another a policeman and the other boy student either an "actrobate", electrician or guitar player. Most of the boys wanted to go to Alfred Smith High School. At that point, we sent a note to one of our guidance counselors to get books on the high schools. We received them and skimmed through them as part of our reading lesson. I assigned the class to look through the booklets giving special attention to the difference between academic, vocational and general diplomas, school offerings, and the sample application forms in the back of the book. At the next session we discussed the assigned work. It was surprising how little the students knew about the difference between academic, vocational and general. I encouraged the group to find out more information about the high schools. One student was interested in going to music and art. He was to do more work on what that high school offers and begin his portfolio. We also talked about computer programming ideas.

MINI GUIDE TO 7 OCCUPATIONAL AWARENESS LESSONS IN READING

(For use with 8th graders applying to High Schools)

C. Baker

Lesson 1:

Aim: To understand the difference between academic, vocational and general pursuits of High School study.

Motivation: Questions

How will you become a pilot?

How will you become a nurse?

(taken from students' choices) etc.

Materials:

S.R.A. placement sheets with students' indication of desired occupations.

High School Booklets.

Procedure:

High School Booklets are reviewed and discussed.

Leading Questions:

1. Which High Schools will help you prepare for your desired occupation?
2. Which course of study should you pursue?
3. Explain and identify the courses of study.
4. How do you fill out a High School application?

Assignment:

Prepare a Career Alphabet, discuss where to find information (dictionary, employment section of newspaper, etc.).

A Career Alphabet sheet follows. Students had to list the names of various careers for each letter of the alphabet.

Name
Class

Date
I.S. 155

A CAREER ALPHABET

A _____	N _____
B _____	O _____
C _____	P _____
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	T _____
H _____	U _____
I _____	V _____
J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____

Lesson 2:

Aim: To increase the students' awareness of occupational fields available to them.

Motivation: Question

How many students could find an occupation for each letter of the alphabet?

Materials:

Career Alphabet Sheets (students prepared for homework).
Blackboard, chalk, notebooks.

Procedure:

Career Alphabet sheets are reviewed and discussed. Twenty career vocabulary words are chosen for study.

Leading Questions:

1. Where did you find this information?
2. What is a Yeoman, Optometrist, Psychologist? (taken from students' work)
3. What course of study would you need to pursue to become a?

Assignment:

Define and use 20 words put in a sentence, study spelling.

Lesson 3:

Aim: To review 20 words on occupations, chosen for study by students.

Motivation: Observation

Take out homework.
Divide into 2 teams for vocabulary drill.

Materials:

Student homework sheets. (Used by teacher)

Procedure:

Two teams of students compete to see which team can spell, define and use words correctly in a sentence.

Leading Questions:

1. How do you spell Optometrist?
2. What does it mean?
3. Use the word in a sentence.

Assignment:

Bring in the New York Times employment section.

Lesson 4:

Aim: To realize the importance of reading in looking for a job (to study abbreviations).

Motivation:

(Hold up prepared flash cards with abbreviations from employment section of newspaper) - Question
Who can read this?

Materials:

Flash Cards, New York Times employment section. (See below for listing)

Procedure:

Children try to read flash cards with abbreviations, New York Times employment section is reviewed, students attempt to read various job offerings. (Seek out vocabulary words of Lesson 3)

Leading Questions:

1. Who is qualified for this type of job?
2. What are the requirements?
3. Do you need a college education for this job?
4. What is the starting salary?

Assignment:

Cut out 10 job offerings from newspaper. Use professions listed on your career alphabet.

FLASH CARDS

(JOB ABBREVIATIONS)

1. \$ High
2. Bkkpr.
3. Accts.
4. f./pd.
5. No exp. nec.
6. Expd.
7. 45 w.p.m.
8. W./lite exp. + good typg.
9. I.B.M.
10. Mgr. Trnes.
11. Mech.
12. Chem. rsch. dir.
13. Top notch opty.
14. Part/T.
15. no deg.
16. Bnfts.

Lesson 5:

Aim: To review abbreviations children studied from employment section of newspaper.

Motivation:

Take out 10 job clippings. Choose 3 to read to the class. Let's begin.

Materials:

Students' homework assignment. Blackboard, Chalk.

Procedure:

Students read 3 job listings each.

Interesting abbreviations are listed on the board.

Leading Questions:

1. Who would be qualified for this type of job?
2. What do these abbreviations mean?
3. Do you need a college education for this type of work?
4. How would you apply for this job?

Assignment:

Choose one job offering, be prepared to act out an interview.

Lesson 6:

Aim: To use role-playing as a device in understanding a job interview.

Motivation: Questions

Who would like to be the interviewer?

Who would like to be the applicant?

Which job offering should we act out first?

Procedure:

Each student gets a turn to either be the interviewer or the applicant in the job clipping they have selected. Each interview may be played out by different students as well.

Leading Questions:

1. Was the interviewer friendly?
2. What type of impression did the applicant make?
3. Did the applicant appear poised?
4. How could either applicant or interviewer be more convincing?

Assignment:

List 10 things you have learned about a job interview.

Lesson 7: (done when most students have received information on their High School acceptance)

Aim: (Follow-up to Lesson 1)

To review the difference between academic, vocational and general pursuits of High School study.

Motivation: Questions

How many students have received acceptance from a High School?
Which schools?

Materials:

High School Booklets, blackboard, chalk.

Procedure:

Students discuss which High Schools they were accepted to. The different schools are listed on the board. Types of programs offered by these schools are discussed and reviewed in the High School Booklets.

Leading Questions:

1. What is the difference between an academic, vocational and general program?
2. What would you be able to do upon graduating "this" high school?
3. What type of program would you need to become a lawyer?

Future Teachers' Club

Carolyn Baker

Though this club is not related to the Institute's field trips to industry, it has merits in another industry, "the teacher and student industry!" The students attend the meetings on an optional basis. My objectives in the club are:

- 1) to increase the children's knowledge about requirements for teaching, qualities needed, the teacher's role.
- 2) to broaden the children's background through field trips to interesting places in the city, colleges and universities and hospitals.
- 3) provide a friendly and congenial atmosphere for student participation.

The organization of the club began in early fall. A notice in our weekly bulletin urged teachers to inform their classes of the club and tell the students the time and date of the first meeting. This technique was very unsuccessful. At Mr. Balogh's suggestion, I had some students make posters which were placed throughout the school. I also made announcements in all the assemblies in reference to the club.

At the second meeting, 14 students appeared. (At the first meeting no one attended). We discussed the purposes of the club and became acquainted. The students were asked to write a composition on "What is a good teacher?" or "Why I want to be a teacher?".

At the succeeding meetings the following activities were undertaken:

- a) Reports on "Why I want to be a teacher".
- b) What makes a good teacher?
- c) Discussions on schooling, tests, and other requirements necessary in becoming a teacher.
- d) Trips: a T.V. studio, the New York Times.
- e) Interview conducted by Mr. Kurtzman on the "College Teacher".
- f) A Future Teacher Club scrapbook is being prepared by a special committee.
- g) A trip to Willowbrook State Hospital to present stuffed dolls and a contribution from our Cake Sale to the children at the hospital.
- h) Planning of Club Rules, and application for next year's students.
- i) Planning for an End of Year Party.
- j) Writing a proposal for Future Teachers to act as Student Teachers.

By the end of the year, the Club appeared to be highly successful. I have enjoyed working with these students (approximately 23 in number, male and female) and look forward to another year as Faculty Advisor to the Future Teachers Group at I.S. 155.

FUTURE TEACHERS

Carolyn Baker

The Future Teachers Club is a National Organization involving High School and Junior High School students all over the United States. In New York City, Future Teacher Groups are also being started in the Elementary Schools. Mrs. Lula Gentry is the Future Teacher Coordinator of New York City and has her office at the Board of Education.

Here at I.S. 155, the Future Teachers Group consists of 7th and 8th graders who would like to become teachers.

The aims of the club are:

- 1) KNOWLEDGE - to increase the students' knowledge about teaching, qualities needed, the teacher's role.
- 2) EXPERIENCES - to broaden the childrens' background through field trips to interesting places in the city, colleges, universities and hospitals.
- 3) FRIENDSHIP - to provide a congenial atmosphere for student participation.

The purpose of today's Cake Sale is to raise money for the children of Willowbrook State Hospital. The stuffed animals were made by the students to give as presents. Our trip is scheduled for April 8, 1970, and we are very excited about going.

We would also like to thank everyone who has helped us in our endeavors, especially:

Mrs. Arrequi	Mrs. Hinnant
Mrs. Banks	Miss Meekins
Mrs. Braswell	Mrs. Wiley
Mrs. Finichiarro	and The Kitchen Staff

Bon Appetit!

Carolyn Baker

Nov. 6, 1969

Dear Parents,

Your son/daughter _____, has joined the Future Teachers' Club. This club is for students who wish to become teachers when they graduate school. We will be taking trips during school and sometimes on Saturday and Sunday. I am Mrs. Baker and will be in charge of these trips. I would like to say hello and ask if your child _____ may go on these trips.

Thank you,

Mrs. Carolyn Baker

Signature _____

Dear Teachers,

The Future Teachers' Club is taking a trip _____
_____ to _____.

Please excuse the following students from class _____, as they are members of the club.

Thank you,

Mrs. C. Baker

FUTURE TEACHERS' CLUB

I.S. 155

Some Facts on Becoming a Teacher

I. Schooling

All Future Teachers will need a High School Diploma (generally academic) and a College Degree (Bachelor of Arts - A.B., Bachelor of Science - B.S.) Now, a Master's Degree gotten from a Graduate School is also necessary.

In some colleges you major in education, in others, you minor in education. Some of the courses you will have to take are about the history of education and how to teach certain subjects.

II. Tests

In New York City, Future Teachers have to take a test for a license. You may take a substitute or regular examination. (Substitute examinations may no longer be given). Some licenses are for elementary schools - Common Branches, grades 1-6. Other license examinations are for Junior or Senior High School. If you wish to teach in College you may need other qualifications.

III. Other Requirements

- a) Ability to work and get along with children and adults.
- b) Respect for other people.
- c) Hard work and preparation.
- d) A friendly attitude to parents and a willingness to help others.

I.S. 155
Elmer Bogart

Principal
Mr. Norman Black

Application for Future Teachers' Club

Name _____ Class _____

Address _____

Telephone Number _____

Guardian _____

Birthdate _____ Age _____

1. I want to join the Future Teachers' Group because _____

2. I think a good Teacher is _____

3. Some of the things I would like to do in the Future Teachers' Group are:

Future Teachers Group

Membership Rules formulated by students April, 1970 for coming 1970-1971 school year.

- 1) Only 8th grade students may join the club.
- 2) The club will have a membership of no more than 25 people.
- 3) Membership will be determined by the first 25 applications submitted as well as consideration of information and character.
- 4) Meetings will be on a specific day each week.
- 5) If a member is absent 4 meetings in a row without undue circumstances, he will lose membership.
- 6) Dues of 25¢ a month will be collected by the club Treasurer.

Submitted to Principal,
March, 1970

Proposal: Intermediate School Student Teachers

Staff:
Head Teacher
Future Teachers
Pupils

Possible Methods:

1. Future Teachers act as Student Teachers during school time, one or two periods a week, perhaps in Project Success Reading classes.
2. Future Teachers help other Intermediate School pupils in I.S. 155, after school, in a special Tutorial Program.
3. Future Teachers tutor Elementary School children (similar to homework helper program) after school, arrangements to be made with Elementary School.

Only Future Teacher Group members will be used as Student Teachers.

If funds are available, Future Teachers can receive compensation for tutorial assistance.

Teresa Safora

8-108

"What is a good Teacher"

To me a good teacher is a person who gets along with his students. A good teacher is one that makes the lesson interesting. If your'e a bossing teacher your'e not going to get through to your students. Believe me I've been through it. The worst thing there is, is to get a boring teacher because your not going to learn anything and everything is just going to be a mess. A good teacher is also one who talks freely with the students and who acts like an equal with the students. If your'e going to stand up there and play God, your'e not a good teacher. That's junk! It really doesn't take much to be a good teacher.

Do you agree with me?

Eva M. Garcia
7-333

Mrs. Baker
11-6-69

"I.S. 155 Future Teachers Club"

"Why I would like to be a Teacher"?

I would like to be a teacher because I think it is a good job and you really can get around and also get along very well with other people. Also because I like to understand children and their problems. It is fun and exciting meeting parents and students speaking to them and making them happy by giving a good report on their children and by showing that teachers are really sometimes understandable and I think a parent would be very surprised on hearing this from teachers. Frankly I like to teach and explain to children what they don't understand and be like a second mother to the child so that way he wouldn't be afraid to ask questions or be scare.

Because without a good Education you wouldn't expect a good job. To get a good job get a good education. So if you think you had enough schooling when you was in High School or Junior High School you are wrong and you won't get no where around the world where there is good business.

8-108
Mrs. Baker

Wilda-Venus-Acosta
Oct. 31/69

Why I'd like being a Teacher

My reasons for wanting to be a teacher are quite simple. They are as followed: Soon atime will come when I will have to make a living on my own. In order to do so, I'd first have to find myself a job. And (I don't known if it fortunate or unfortunate but) I am not the type of person who'd take any job if the pay is good. It must be one which would please me. By being interesting and a mentally as well as physicaly active job. And This is where teaching (I feel) applys. I have always Enjoyed writing, and being able also to express myself not only in writing, but as well in dramatics. I find them amazenly interesting, and active both in mind, and body. That is why I feel English would be the subject most likely I would teach. Here I could teach creative as well as factual writing, and dramatics. For I feel an English class should have different stages which to go through: graummes, writing, reading, acting, and anything Eles what I feel belongs, and makes an English class interesting and benifical to the students as well as the teachers.

Since writing and performing are my major interest, which I feel I can do. I feel teaching would best satisfide, and suit me.

Teaching the couse English undoubtly would make me very happy.

End good by.

Wilda-Venus-Acosta

Chapter VI

Evaluation of the Institute

The effectiveness of the 1969-70 Vocational Guidance Institute, Occupational Guidance in the Urban Middle School, was evaluated in several ways.

First, what changes occurred in attitudes of the participants toward employment for minority youth? Pre - and post - tests were given the participants, on 60 items regarding these attitudes.

Second, what ideas did the participants have at the conclusion of the Institute regarding solution of employment problems?

Third, how well were the overall objectives of the Institute met?

Finally, how did the participants regard the overall organization of the Institute? From this part of the evaluation, recommendations for future Institutes were made.

A. Attitudes Toward Employment for Minority Youth

To measure attitudes of the participants before and after the Institute, an attitude scale was used that had been reported in the 1966 publication Evaluation: Vocational Guidance Institutes, pp. 33-38. This scale is reproduced on the pages following.

It was important to identify significant changes in the attitudes not only of the 30 participants as a total group, but also of each subgroup of 15 counselors and 15 teachers. These data are presented in Table I, following the attitude scale.

On the pages following Table I, those items that indicated a significant change from the beginning to the end of the Institute, either by one or both subgroups separately, or by the total group, are discussed. Both the degree and the direction of attitude change that appears to have resulted are emphasized. The subgroups are assumed to be different, due to past training and present role. Also the counselor group received twice as much treatment, field trips and seminars, as the teachers. As there was no control group, however, changes that appear cannot be attributed to the Institute alone.

Place of Institute.....

Name

Date

Each of the following statements concern the general problem of employment for minority youth. You are to read each statement and record your opinion on the scale provided below each statement. It is important that you express your personal opinion.

1. Given certain conditions, a person's character can change or be changed at any age.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

2. A person's character is most strongly influenced by early association, but as his environment changes, he will, to some varying degree, change with it.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

3. Hope, opportunity, trust, and understanding are some of the basic factors which can induce character change.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

4. Early training in the first ten years of life pretty well establishes what a person will be like the rest of his life.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

5. If a person needs a lot of supervision when he begins a job, he will not become a good worker.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

6. If a person observes that his parents have poor work habits, he will probably have poor work habits.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

7. It will be virtually impossible to substantially reduce minority unemployment in this country without large-scale social change.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

8. Existing bureaucratic organizations in welfare, employment, and education must be given up in favor of some entirely new structure capable of handling the problem.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
9. Minority unemployment will never be eliminated entirely as long as we have individual differences.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
10. More jobs can be created through the constructive use of economic and social activity.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
11. Most people who are unemployed would like to have a job.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
12. The human being is sufficiently flexible that he can be taught a continuing series of new kinds of jobs as technological change makes his old knowledge and skills obsolete.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
13. The influence of a person's natural drive and ambition is more important in explaining his chronic unemployment than the influence of his immediate social situation.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
14. If a person has enough motivation, he will make opportunities for himself in spite of other obstacles.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
15. Existing organizations have not substantially reduced minority unemployment.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
16. In order for democracy to be successful, you must have social awareness in the middle class.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
17. Human nature is such that there will always be unemployment.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
18. There is a place for increasing numbers of minority youth in the labor market.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
19. There are many opportunities now present for minority youth wishing to enter the labor force.
- ☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

20. The employment future looks bright for minority youth.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

21. A good counselor completes his work during his regular working hours.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

22. In working with minority youth, a counselor must remain within the bounds of the traditional counseling relationship.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

23. The counselor should never loan money to his clients.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

24. A good counselor will intercede between the minority group student and authority figures.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

25. A good counselor never lets himself be manipulated by his client.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

26. Successful counseling with minority group students will require more time and effort than with other students.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

27. Since minority youth need structure in their lives, it is wise for the counselor to insist on strict scheduling.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

28. Industry and government are more committed to finding a solution to the employment problems of minority youth than are the school counselors.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

29. School counselors are limited in what they can do about minority youth problems because of lack of time and cooperation from industry.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

30. High school counselors have a big job to do with respect to the employment problems of minority youth.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

31. School counselors can apply the knowledge that they get from industry to the school situation.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
32. School counselors generally have an explicit program for cooperating with industry.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
33. School counselors' efforts should be directed toward those who have not achieved a significantly successful school experience.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
34. School counseling should be directed toward the employment problems of youth at least as much as toward college prep counseling.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
35. Because of the difficulties involved in minority youth counseling, no counselor should be expected to spend full time in this area.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
36. Counselors should be expected to teach some minority youth how to meet common social expectations.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
37. Personal sacrifices must be made by the counselor in the counseling of minority youth.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
38. It is the counselor's job to give young people a sense of direction.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
39. In some cases the need of the individual will have to be placed before the need of the job.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
40. Since industry is paying the wages, they have a right to demand uniformly high performance without regard to individual differences.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
41. Industry takes a dollars and cents approach to hiring.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true
42. Very often minority youth have to perform at a higher standard than non-minority workers.
☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

43. Most of the solutions to the problems of the unemployed minority youth are being contributed by industry.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

44. Although many people want to help minority youth, they become quickly discouraged.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

45. A good solution to the problem of minority youth employment would be to relocate the youth into areas where there is more opportunity for employment.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

46. Most federal employment legislation has been enacted to help the extremely poor.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

47. Minority youths should be encouraged to seek jobs where they know their minority status will be accepted.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

48. Occupations in which non-whites are now concentrated will be growing more slowly than other occupations.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

49. A minority youth who is a high school drop-out has practically no chance of securing employment.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

50. A high school graduate is more effective in his work, regardless of the work, than a non-graduate.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

51. A high school graduate is more employable than a non-graduate.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

52. Labor unions have been in the forefront with respect to improving employment opportunities for minorities.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

53. Minority youth desire employment opportunities that provide for self-expression and interesting experience rather than opportunities that provide security and high pay.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ defin not true

54. In order to be a good industrial worker, one should enjoy hard work.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

55. Everyone who really wants to find a job can find one.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

56. There are enough jobs in the economy for everyone who wishes to work.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

57. Because of minority youths' lower level of aspiration, counselors often feel unable to do much to help them.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

58. Because of automation, industry is no longer capable, as they were in the past, of hiring minority youths.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

59. Dropping out of high school is an indication that an individual is not able or not interested in learning.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

60. A poor high school performance probably indicates poor performance on the job.

☐ definitely true ☐ probably true ☐ possibly true ☐ uncertain ☐ possibly not true ☐ probably not true ☐ definitely not true

TABLE 1

Comparison of pre-institute attitudes toward the problem of minority youth unemployment and post-institute attitudes toward the problem of minority youth unemployment. (Schedule B)

Item	Counselors (N = 15)			Teachers (N = 15)			Total (N = 30)		
	Pre-test Mean	Post-test Mean	t	Pre-test Mean	Post-test Mean	t	Pre-test Mean	Post-test Mean	t
1	2.93	2.33	-1.96*	3.00	2.27	-1.59	2.97	2.30	-2.45*
2	1.67	2.13	1.71	2.20	2.07	0.49	1.93	2.10	0.84
3	2.00	1.80	-1.15	2.33	1.93	-1.57	2.17	1.87	-1.95*
4	2.80	3.27	1.05	3.40	3.73	0.18	3.10	3.50	0.93
5	5.93	5.80	-0.40	6.20	5.67	-1.33	6.07	5.73	-1.28
6	5.53	3.80	-4.25**	4.53	5.07	1.66	5.03	4.43	-1.81*
7	3.07	2.73	-0.78	3.53	2.40	-3.01**	3.30	2.57	-2.39*
8	2.67	1.87	-1.67	3.07	2.80	-0.47	2.87	2.33	-1.45
9	4.80	4.57	-0.97	4.47	3.80	-1.13	4.63	4.17	-1.51
10	1.80	1.47	-1.32	2.00	1.80	-1.15	1.90	1.63	-1.77*
11	1.93	1.87	-0.29	2.73	2.67	-0.16	2.33	2.27	-0.29
12	2.27	2.07	-0.53	2.60	2.40	-0.59	2.43	2.23	-0.80
13	5.47	4.80	-1.44	4.00	4.07	0.13	4.73	4.43	-0.88
14	2.60	2.87	0.56	3.40	3.27	-0.38	3.00	3.07	0.23
15	2.36	3.20	2.92**	3.00	2.53	-1.15	2.69	2.87	0.81
16	2.73	2.27	-1.29	2.33	2.00	-1.58	2.53	2.13	-1.78*
17	3.73	3.27	-0.88	2.67	2.87	0.12	3.20	3.07	-0.52
18	2.53	2.73	0.12	2.67	2.67	0.00	2.60	2.70	0.11
19	3.87	3.73	-0.18	2.87	3.00	0.38	3.37	3.37	0.00
20	3.87	3.47	-1.10	3.80	3.87	0.17	3.83	3.67	-0.88
21	6.33	5.87	-1.61	4.87	5.00	0.25	5.60	5.43	-0.56
22	6.47	6.07	-1.15	5.53	5.60	0.20	6.00	5.83	-0.69
23	4.40	4.20	-1.24	3.73	4.20	0.86	4.07	4.20	0.18
24	2.60	3.13	0.89	3.80	3.27	-4.18**	3.30	3.20	-1.74*
25	3.86	3.13	-2.47*	2.53	3.00	0.96	3.17	3.07	-0.81
26	3.87	3.33	-2.96**	3.20	2.80	-1.15	3.53	3.07	-2.82**

*p < .05 (One-tailed test)

**p < .01

(Continued on next page)

Item	Counselors				Teachers				Total			
	Pre-mean	Post-mean	t		Pre-mean	Post-mean	t		Pre-mean	Post-mean	t	
27	5.40	5.53	0.34		4.13	3.60	-1.37		4.77	4.57	-0.72	
28	4.57	4.87	0.10		4.60	4.93	0.79		4.63	4.90	0.51	
29	4.07	3.73	-0.50		3.20	3.80	1.46		3.63	3.77	0.34	
30	1.87	1.93	0.16		2.27	1.57	-2.69**		2.07	1.76	-1.22	
31	2.20	1.53	-3.16**		2.00	1.80	-0.49		2.10	1.67	-2.27*	
32	5.27	5.33	0.67		4.33	4.33	0.00		4.80	4.83	0.12	
33	4.00	3.07	-1.52		4.13	4.20	0.16		4.07	3.66	-1.17	
34	2.00	1.87	-0.38		2.27	1.73	-1.74		2.13	1.80	-1.44	
35	4.64	5.07	1.00		5.00	5.67	0.72		4.83	5.37	1.24	
36	3.21	2.33	-2.75**		2.93	2.20	-2.44*		3.07	2.27	-3.73**	
37	4.27	3.87	-1.47		4.00	3.80	-0.44		4.13	3.83	-1.14	
38	2.27	2.20	-0.17		2.47	1.87	-1.39		2.37	2.03	-1.03	
39	1.60	1.60	0.00		2.40	2.40	0.00		2.00	2.00	0.00	
40	4.14	4.60	0.83		4.07	4.40	0.77		4.10	4.50	1.14	
41	2.27	2.80	0.76		3.27	3.20	-1.24		2.77	3.00	0.10	
42	3.13	3.00	-0.25		3.53	3.53	0.00		3.33	3.27	-0.20	
43	4.60	4.80	0.53		4.53	5.13	1.60		4.57	4.97	1.51	
44	3.67	3.71	0.87		3.40	2.93	-3.56**		3.53	3.31	-2.13*	
45	4.60	4.53	-0.15		4.27	4.73	0.88		4.43	4.63	0.52	
46	4.93	4.73	-0.41		4.87	4.33	-2.48*		4.90	4.53	-1.72*	
47	5.67	5.20	-0.88		5.80	5.80	0.00		5.73	5.50	-0.71	
48	3.60	2.87	-1.50		3.53	3.73	0.48		3.57	3.30	-1.23	
49	4.73	5.60	1.19		3.73	4.47	1.42		4.23	5.03	1.88*	
50	5.33	5.00	-0.44		4.33	4.73	1.25		4.83	4.87	0.60	
51	2.40	2.07	-0.70		2.33	2.73	1.38		2.37	2.40	0.12	
52	4.93	4.40	-1.14		4.67	5.13	0.92		4.80	4.77	-0.10	
53	5.40	5.27	-0.31		4.80	4.60	-0.64		5.10	4.93	-0.63	
54	4.93	4.93	0.00		3.53	4.07	1.23		4.23	4.50	1.02	
55	5.53	4.73	-1.78*		4.33	4.93	1.66		4.93	4.83	-0.32	
56	5.13	5.27	0.34		.67	4.33	-0.62		4.90	4.80	-0.30	
57	5.00	4.53	-1.13		4.64	4.21	-0.97		4.83	4.38	-1.51	
58	5.87	6.20	1.23		5.14	5.07	-0.16		5.52	5.66	0.54	
59	6.27	5.93	-1.00		5.43	5.86	0.90		5.86	5.89	0.12	
60	6.20	6.00	-0.56		5.29	5.64	0.92		5.76	5.83	0.26	

Question 1

Given certain conditions, a person's character can change or be changed at any age.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
*Counselor	x.x.	←	x.x.		x.x.		x.x.
Teacher	x.x.	←	x.x.		x.x.		x.x.
*TOTAL	x.x.	←	x.x.		x.x.		x.x.

* $\leq .05$ (One-tailed test)

This item appears related to the degree of optimism by a teacher or counselor concerning the effect either education or business could have in improving motivation of youth toward learning and working.

Both groups became more optimistic. However, the change in teachers was not large enough to be considered significant.

Question 3




Hope, opportunity, trust, and understanding are some of the basic factors which can induce character change.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
Counselor	x. . . .	← . . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x
Teacher	x. . . .	← . . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x
*TOTAL	x. . . .	← . . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x

The Institute encouraged the participants to offer hope, opportunity, trust and understanding to their students. Over the year, the total group became more optimistic concerning the effect these attitudes might have on their students.

Question 6

If a person observes that his parents have poor work habits, he will probably have poor work habits.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
*Counselor	x . . . .	.x . . . .	.x . . . .			. . . .x	.x
Teacher	x . . . .	.x . . . .	.x . . . .	.x . . . .		. . . .x	.x
*TOTAL	x . . . .	.x . . . .	.x . . . .	.x . . . .		. . . .x	.x

The teachers had no significant change of attitude on this item, although they tended to become somewhat non-optimistic. However, the counselors had an extremely larger change of attitude. The pre-institute attitude was optimistic, but this optimism decreased considerably by the end of the year. This could be interpreted as desired realism, in terms of the importance of parents in the total career development of the child, and the importance of the school in supplying adequate role models if motivating models are not present in the home.

Question 7

It will be virtually impossible to substantially reduce minority unemployment in this country without large-scale social change.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
Counselor	x.x. . .		←x→	. . . .x. . . .	.x.x. . . .	.x.x. . . .	.x
*Teacher	x.x. . .		←x→	. . . .x. . . .	.x.x. . . .	.x.x. . . .	.x
*TOTAL	x.x. . .		←x→	. . . .x. . . .	.x.x. . . .	.x.x. . . .	.x

There was no significant change in the attitudes of counselors on this item. The attitudes of teachers changed significantly, with an increasing feeling that large-scale social change is necessary. Perhaps counselors, by virtue of their training and role, had been more aware of the impact of social conditions in unemployment. The introduction to the needs of business and industry may have had a great influence on the attitudes of the classroom teacher.

Question 10




More jobs can be created through the constructive use of economic and social activity.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
Counselor	x. . . .	x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x
Teacher	x. . . .	. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x
*TOTAL	x. . . .	x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x

The entire group's change of attitude on this item was significant. Both subgroups moved toward a more definite attitude of the necessity of economic and social activity, although the teachers, both at the beginning and the end of the Institute, were less certain of this than the counselors. Again, perhaps the previous training and role of the counselors, could account for the slight differences in relative positions here.

Question 15

Existing organizations have not substantially reduced minority unemployment.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
*Counselor	x.x.				. . . .x.x.x.x.		
Teacher	x.x.			. . . . .x.x.x.x.			
TOTAL	x.x.			x.x.x.x.x.			

Both subgroups, teachers and counselors, had attitude changes, but the directions of change were different. The teachers became more optimistic, but not significantly so, of the role organizations have played. The counselors moved toward a significantly less optimistic position. Perhaps their increased exposure to the world of work made them more aware of the complexity of the task of reducing minority unemployment, and how efforts, though well-meaning, sometimes have little effect.

Question 16




In order for democracy to be successful, you must have social awareness in the middle class.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
Counselor	x. . . . .	.x. ←	.x. . . . .	.x. . . . .	.x. . . . .	.x. . . . .	.x
Teacher	x.	←	.x. . . . .	.x. . . . .	.x. . . . .	.x. . . . .	.x
*TOTAL	x. . . . .	.x. ←	.x. . . . .	.x. . . . .	.x. . . . .	.x. . . . .	.x

The participants, as a group, became more convinced that social awareness was necessary in the middle class.

Question 24




A good counselor will intercede between the minority group student and authority figures.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
Counselor	x . . . .	.x . . . .	. . . .	.x . . . .	.x . . . .	.x . . . .	.x
*Teacher	x . . . .	.x . . . .	.x 	x . . . .	.x . . . .	.x . . . .	.x
*TOTAL	x . . . .	.x . . . .	.x . . . .	.x . . . .	.x . . . .	.x . . . .	.x

While counselors became less convinced of their responsibility as an advocate, the teachers became increasingly certain that this should be the counselor role. The attitudes became more similar, however. At the end of the Institute, the counselors and teachers viewed the counselor role very much the same, both groups feeling the good counselor may possibly intercede at times.

Question 25

A good counselor never lets himself be manipulated by his client.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
*Counselor	x. . . . .	.x. . . . .	.x.		x. . . . .	.x. . . . .	.x.
Teacher	x. . . . .	.x.	 .x.	x. . . . .	.x. . . . .	.x. . . . .	.x.
TOTAL	x. . . . .	.x.	 .x.	x. . . . .	.x. . . . .	.x. . . . .	.x.

Counselors' attitudes toward manipulation by the student changed significantly. At the end of the Institute, they were more certain the counselor should be strong enough to resist manipulation.

Question 26

Successful counseling with minority group students will require more time and effort than with other students.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
*Counselor	x.	x.	x.	←	x.	x.	x.
Teacher	x.	x. . . . .	←	. . . . .	x.	x.	x.
*TOTAL	x.	x. . . . .	←	. . . . .	x.	x.	x.

Teachers felt this item was possibly true at the beginning of the Institute, while the counselors felt uncertain. Both subgroups became more certain of this by the end of the year, with the attitude change of the counselors significantly large. Perhaps the reality of the problems encountered in the world of work became more evident to the counselors, with a realization that much more effort would be necessary to compensate for such factors as disadvantage, discrimination, lack of motivation and opportunity.

Question 30

High school counselors have a big job to do with respect to the employment problems of minority youth.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
Counselor	x. . . .	x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x
*Teacher	x. . . .	x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x
TOTAL	x. . . .	x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x

Little change occurred in the attitude of the counselors in this item. The teachers, however, changed significantly. Perhaps the teachers became aware, for the first time, of employment problems, and the task ahead when their present middle school students reached high school.

Question 31

School counselors can apply the knowledge that they get from industry to the school situation.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
*Counselor	x. . . x.	. . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x
Teacher	x. . . .	x. . . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x
*TOTAL	x. . . x.	. . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x

As a major focus of the Institute was to assist counselors in applying their learning to the school situation, it is logical that the counselors' response to this item would change significantly in the direction of considering it positively true. It is difficult to ascertain why the teachers' responses did not change significantly; perhaps they were not that aware of the impact the knowledge apparently had on the counselors. A more meaningful item for the teachers would have been "School teachers can apply the knowledge...."

Question 36

Counselors should be expected to teach some minority youth how to meet common social expectations.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
*Counselor	x.x.		x.	. . . .x.	. . . .x.	. . . .x.	.x
*Teacher	x.x.		x.	. . . .x.	. . . .x.	. . . .x.	.x
*TOTAL	x.x.		x.	. . . .x.	. . . .x.	. . . .x.	.x

Both teachers and counselors became significantly more certain that minority youth should be helped by counselors in the area of social expectations. Personnel managers in business and industry had emphasized the necessity for general social skills in new employees.

Question 44

Although many people want to help minority youth, they become quickly discouraged.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
Counselor	x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x
*Teacher	x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x
*TOTAL	x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x. . . .	.x

The subgroup of teachers was less optimistic than counselors on this item at the beginning of the Institute. Furthermore, the teachers had a significant change in the direction of pessimism, while the counselors became slightly more optimistic. The teachers may have been alerted to the problems encountered in helping minority youth, without enough time spent in evolving practical ways of helping.

Question 46

Most federal employment legislation has been enacted to help the extremely poor.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
Counselor	x. . . .	.x. . . .	.x. . . .	.x. . . .	←x. . . .	.x. . . .	.x
*Teacher	x. . . .	.x. . . .	.x. . . .	.x. . . .	←x. . . .	.x. . . .	.x
*TOTAL	x. . . .	.x. . . .	.x. . . .	.x. . . .	←x. . . .	.x. . . .	.x

This topic was not covered specifically in the Institute. Nevertheless, the teachers and the group as a whole at the beginning of the Institute believed this item was possibly false. At the end of the Institute, after exposure to training programs in business and industry, the attitudes moved to a position of uncertainty.

Question 49

A minority youth who is a high school drop-out has practically no chance of securing employment.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
Counselor	x . . . .	.x . . . .	.x . . . .	.x	x →	. .x . . . .	.x
Teacher	x . . . .	.x . . . .	.x	x →	. .x . . . .	.x . . . .	.x
*TOTAL	x . . . .	.x . . . .	.x . . . .	.x	→	. . . .	.x

The total group moved from a position of uncertainty to one of considering this item possibly false. The hiring programs viewed in business and industry evidently indicated to the educators that many considerations were being given to minority youth, even those who had not completed their high school education.

Question 55

Everyone who really wants to find a job can find one.

	<u>Def. T</u>	<u>Prob. T</u>	<u>Poss. T</u>	<u>Uncertn</u>	<u>Poss. F</u>	<u>Prob. F</u>	<u>Def. F</u>
*Counselor	x. . . .	.x. . . .	.x. . . .	.x. . . .	←	. . . .	.x
Teacher	x. . . .	.x. . . .	.x. . . .	.x. . . .	→	. . . .	.x
TOTAL	x. . . .	.x. . . .	.x. . . .	.x. . . .	←	. . . .	.x

Both subgroups changed in attitude, but in different directions. The teachers, uncertain at the beginning, became more pessimistic concerning the possibility of anyone's finding a job. The counselors, more pessimistic than the teachers at the beginning, shifted to a note of greater optimism. The efforts of business and industry to hire and to train perhaps caused the counselors to become more hopeful of the employment future if the potential employees could be highly motivated.

B. Ideas for Solution of Employment Problems

The participants, at the end of the Institute were asked to respond anonymously to the question,

"What do you think should be done about poverty and minority group employment problems in your home area?"

The solutions given in answer to the unstructured question were categorized as follows:

1. Solutions by business-education together
(13 of the 27 participants)
2. Solutions by business-industry
(6 of the 27 participants)
3. Solutions by education
(2 of the 27 participants)
4. Solutions by the community
(2 of the 27 participants)
5. Miscellaneous
(4 of the 27 participants)

Specific responses were:

Solutions by business-education together

"Industry and business must be brought into a working partnership with schools and community. 'Drop-outs' and poorly educated students must be brought back into special programs to prepare them for occupations. I would continue to upgrade our educational programs in the schools, and stress the need for education. I would attempt to raise aspirational levels. I would work with parent groups to educate them in the occupational future of their children. I would also try to make the curriculum more relevant."

(Participant #2)

"In my opinion, the work of the school, teachers, and counselors, supported by structures like government and industry, can help a lot to improve the problems of poverty and minority groups in my home area." (Participant #6)

"The local industries and the schools in the neighborhood should get together and work as a team:

1. Training programs for youngsters
2. Developing instructional materials that could be used for teaching about occupations.
3. Developing techniques and programs to motivate the youngsters to stay in school and at the same time require first hand experience in occupations in the local industry." (Participant #7)

"Training programs, businessmen speaking to parents, leadership on the part of school personnel in interpreting the need of industry is needed. Rebirth of the basic concept of public school education. The \$39/week summer job syndrome does not foster employment skills but rather negates basic concepts which our schools try to instill." (Participant #8)

"Most youngsters should be exposed at an earlier age with some responsible job. Their sense of worth should be pointed out to them, their contributions to society and their responsibility to others. There should be greater opportunities for them to get summer jobs, keeping in mind their interest." (Participant #9)

"I believe that the schools and industries together can do much to help solve these problems. The schools must become more responsive to the needs of the people, making the people feel the school experience is a valuable one." (Participant #12)

"Industry should invest money in our Junior High Schools for vocational training." (Participant #14)

"Closer relationship between schools and business world might prove helpful if we can arrange programs to teach our pupils skills they can use after graduation. Expansion of work-study programs if the student can choose a job he's interested in, and can learn to prepare him for future jobs." (Participant #16)

"Schools, business and the community working together, and guidance in the home area by counselors who understand the problems." (Participant #17)

"Elevate child's sights by having him visit businesses and colleges, and better prepare the child to realize that happiness lies in finding a job he is well suited for and likes." (Participant #18)

"Industry training programs must be publicized through the school or else the minority groups do not hear about them. Industry must work closer with minority and poverty groups, and racial discrimination in higher level positions must be broken down. More jobs must be made available and the jobs must be more meaningful." (Participant #2)

"Curriculum should be changed to include work experience at an earlier age - with close counseling for mutual benefit of employer and employee. Long and varied lists of employment opportunities should be organized for students to explore. Perhaps an 'apprentice system' should be revived. There should be skill centers and counseling for parents, and trade unions should be pressured to take on trainees or apprentices. Government must insist that all their contracts provide for minority employment. Also, community groups should be used as sources of information as to needs in community." (Participant #23)

"School and industry should work closely together in developing jobs and school curriculum. A planned economy by federal, state and city governments and planned parenthood may help remove the problem of too many young people with only few skills." (Participant #26)

"A closer union between the schools and industry. Children should be encouraged by industry and the schools to visit industries so they can become aware of the world of work and begin to think about a possible job for the future. Many students have never visited an industrial concern. The schools

should stress attitudes necessary in keeping a job as well as obtaining employment." (Participant #27)

Solutions by business-industry

"Corporations should sponsor trips to summer training workshops."
(Participant #1)

"The minority group members should be given a chance. Too often they have been rejected on the basis of color. They should be given training when necessary, and meaningful jobs should be created, instead of the ones that are designed just to give a person a job to say he is working. Labor unions and industry must break the barriers they have set up to keep the minority groups out of the mainstream." (Participant #3)

"More involvement and stronger commitments from industry to cope with both problems. The problems definitely require joint effort of industry and government. Discrimination because of color is still quite obvious in industry, this course has shown." (Participant #4)

"More jobs but meaningful, not menial." (Participant #11)

"Industry can help by providing people with the opportunity to work at meaningful jobs at wages which he can sustain himself and/or his family."
(Participant #12)

"Industries should set up training centers with the communities to enlist employees, and they should get minority and poverty groups more directly involved in recruitment." (Participant #13)

Solutions by education

"Schools must be improved. One of primary ways is by integration. Community involvement is a necessity too. Schools of Education must continue to enlarge on teaching to needs of poor children." (Participant #21)

"More realistic approach in guidance and curriculum." (Participant #25)

Solutions by the community

"The community itself, helped by industry and government, should improve housing, find jobs, educate. There should be a multi-service center to help people with social, health, etc., needs." (Participant #5)

"More neighborhood centers should be established to deal with these problems, where the people of the community can think up many of their own solutions and make their own 'Plans for Progress'." (Participant #15)

Miscellaneous solutions

"I don't know but there is need for aid." (Participant #10)

"Poverty and minority group unemployment are symptomatic of our entire society whose administration lists as priorities (1) military, (2) help to other countries, (3) domestic help. Things might get better if priority was 'people.' School children daily are 'turning off' to what the schools have to offer. There should be large-scale federally funded programs."
(Participant #19)

"Housing is strategic. One can view vast areas desolate and bleak, while families struggle in crowded and unhealthy conditions. The greater use of minority group members in the construction of new housing would be helpful. Local labor training institutes would assist in improving or providing the basic skills which many minority groups lack. The development scheme must come off the drawing boards. All too often the people in our area see beautiful blueprints but never see reality." (Participant #20)

"The various training programs don't seem to be helping much. Perhaps solution would include: compulsory birth control, strict enforcement of housing codes and ceiling on rents for rundown housing, and relocation of ghetto population on a massive scale, with evacuation of ghetto areas."
(Participant #24)

Discussion

Thirteen of the participants gave responses that would be considered congruent with the philosophy of the Institute: cooperative efforts of business and education in the solution of urban problems.

Six of the responses indicated an awareness of the role of business and industry, with suggested functions that would tend to decrease poverty and minority group unemployment.

Two respondents indicated that education itself should change, and two others cited the responsibility of the community to attack its problems.

Only four responses could be considered inappropriate and irrelevant to the instruction in the Institute. Three of these responses were global in nature, and one participant had no suggested solutions.

C. Objectives of the Institute

Another way in which the effectiveness of the Institute was evaluated was in terms of the overall objectives as listed in Chapter II. To determine how well these objectives had been met, at the end of the Institute the participants were asked to respond anonymously to the question:

"What, if any, additional knowledge and skills did you gain at the Vocational Guidance Institute?"

Twenty-seven participants responded. Although actual behavior change could not be associated with the responses, it can be assumed that specific knowledge and skills, if identified, had been gained to some degree. The responses were categorized according to the Institute objectives, with each response attributed to a specific participant.

Objective #1: "Knowledge concerning the world of work in the metropolitan area."

"The hugeness of the corporate concern and the anonymity of industry. I had been away a long time." (Participant #2)

"Having seen first hand many companies in action, I was better able to counsel students about the world of work and occupations. I gained knowledge of the employment situation as it exists today and the prospects for the future." (Participant #3)

"Trips to businesses provided an avenue for participants to get an up-to-date view of the world of work as it is today. These things made me vividly aware of the obsolete materials and information too many of our children bring with them to the business world." (Participant #4)

"Many industries hire young people who are not high-school graduates." (Participant #5)

"I gained more first-hand information about the world of work." (Participant #7)

"General awareness of present employment opportunities and limitations, greater sensitivity to minority youth's problems and needs." (Participant #9)

"Business is in dire need of literate, trained graduates, especially in secretarial skills. Most businesses already have their quota of 'window-dressing minorities' and newly hired minority members must be well qualified. Also, the job market is in a more negative position than I had thought before." (Participant #10)

"Knowledge of the types of jobs that are and will be available to minority youth both now and in the future. In listening to representatives from different industries, I think I have gained first hand knowledge of the attitudes of these industries to minority youth, and also what these industries are looking for in terms of workers in the future." (Participant #12)

"Industry really does want to help but is struggling to find the way to do it." (Participant #13)

"Greater awareness of occupational opportunities." (Participant #15)

"Knowledge of some businesses." (Participant #16)

"Trends in employment and a view of today's world-of-work."

(Participant #17)

"Job opportunities in large companies - those with entry jobs, those with none; the beginning salaries and rate of increase; some of the qualities which employees should reveal in applying for a job and remaining in it; why and how companies keep employees for a long period, roles of unions in some companies." (Participant #21)

"Entry positions in firms and the skills needed to fill them."

(Participant #22)

"Awareness of expectations of business and the paucity of employment opportunities for minority youth." (Participant #23)

"Better perspective of the current labor market, workings of large business corporations, an awareness of the complexity and vastness of certain enterprises, a dismaying realization of the fewness of minority personnel in key jobs." (Participant #24)

"Facts: N.B.C. doesn't need employees; at Pfizer, how interesting pharmaceuticals can be; at Chemical, how banking has changed."

(Participant #26)

Objective #2: "Knowledge concerning the needs of urban middle school children for occupational awareness."

"Distance between business and students." (Participant #1)

"Need to begin at the earliest level possible to make children aware of the various opportunities and occupations available." (Participant #3)

"Occupational awareness should start in the kindergarten and all children should be encouraged to have goals." (Participant #5)

"Knowledge of need for vocational guidance." (Participant #11)

"Greater awareness of antiguidance feelings of parents and students and how much harder I must work to overcome them." (Participant #13)

"Children need more information on vocational training, and should have more opportunities to visit; also, children want teachers and counselors to help them in vocational planning." (Participant #14)

"Knowledge that students have a very limited view of the job world and what it may have to offer them; thus, the importance of vocational guidance in school curriculum." (Participant #15)

"More insight into the relevancy or meaningfulness of that which is taught in our schools, as to what our students need, with a change in attitude toward the role of the counselor." (Participant #19)

"Need for vocational awareness in students, with need to begin occupational programs before high school." (Participant #22)

"Feeling that all students should be exposed to the world of work at an earlier level in order to be motivated. (They seem to mature more rapidly and are very earnestly seeking summer employment at age 13!)" (Participant #23)

"Gained a realization and acceptance of reality in the S.E. Bronx; reality in terms of poverty, degree of unemployment, vast amount of pride that has been cut down through the years, yet somehow manages to survive and motivate some of the kids and families onto something." (Participant #25)

"Importance of encouraging children to higher goals and aspirations, as in the speech which ended: 'It's very important for every child to be.'" (Participant #27)

Objective #3: "Factual information concerning resources provided by business and industry, in terms of speakers, field trips, materials."

"Great deal from trips." (Participant #1)

"I got materials, books, and work materials." (Participant #2)

"I have learned about some of the agencies that deal with these problems." (Participant #9)

"Calling on industries for aids in different aspects of counseling."
(Participant #13)

"Names of people in industry to contact." (Participant #16)

"Facilities available outside the generally known educational facilities." (Participant #27)

Objective #4: "Attitudes of sensitivity towards specific needs of minority groups within the urban setting, and the methods possible by business-industry in implementing the total educational process within the school."

"There were several insights into people's attitudes and ideas that I found revealing. Although I've worked with young children for years, the young adult was not familiar to me. I was interested in their ideas on education and industry. I was very interested in the depth of emotional feeling generated in our discussions. At times the sessions became almost an encounter group. Seeing and hearing other viewpoints are important."
(Participant #2)

"I think that in some way I have gained a better understanding of the problem of minority groups, and for me this means a better understanding of my own students." (Participant #6)

"I became more aware of the problems of employment in relation to the minority groups and the difficulty in solving the problem. (Participant #7)

"Industry is concerned with many of the same problems of the educational system (emphasis on the need for basic skills)." (Participant #8)

"Greater knowledge of some of the programs individual industries have for minority groups. I was amazed how unaware industry is of the real reasons that young people have for wanting to work." (Participant #13)

"Industry is trying to help minority groups but not enough. I found a close link with the children." (Participant #14)

"Attitudes toward minority groups in employment and opportunities now available." (Participant #17)

"Sensitivity because of being attacked by some of the speakers. Also, knowledge of the need to stress development of good work habits, to motivate the child on the need for schooling." (Participant #18)

"Awareness of the overall minority students' problems and needs. Change in attitude toward minority groups' misbehavior." (Participant #19)

"Knowledge that business community is lacking any really significant methods of improving the vocational education picture. Business is concerned and committed to improving future employee prospects. My attitudes towards students and feelings are now guided by a greater openness towards the hearing of students, their hopes and aspirations." (Participant #20)

"Knowledge of attitudes of industry towards minority group employees; awareness of the field of vocational guidance, and how much more I should do in my school." (Participant #26)

"Feelings of former students concerning how present school programs have failed them" (Participant #27)

Objective #5: "Specific techniques and materials for promoting occupational awareness in both the counseling and the classroom settings."

"I have gained a new skill as a teacher. Before I took this course my only goal was to teach, while now I feel that teachers (particularly in my district) have also the responsibility to give their students the necessary directions to prepare themselves for future jobs." (Participant #6)

"I learned some techniques for organizing and categorizing trips for occupational awareness." (Participant #7)

"The materials and resources have enabled me to become more skilled in dealing with the youngsters in my school." (Participant #9)

"Directly reporting to students things I became aware of and observed so they can know what's happening." (Participant #13)

"Vocational clubs are beneficial to students." (Participant #14)

"Ideas, materials on how to start and expand a program of 'careers' or 'world of work' in my school." (Participant #16)

"Knowledge to give more interesting lessons to my guidance class."
(Participant #18)

"Used realia from industry visits to motivate and develop lessons about world of work. Part-time employment should be accompanied by meetings with an adviser for clearing the air (both sides - employer and employee.)"
(Participant #23)

"I have actually developed lessons and taught them and have developed certain techniques and procedures to use in the classroom." (Participant #24)

"Ability to relate to students and discuss with them honestly about what they want to do." (Participant #25)

Also, see materials and techniques presented in Chapter V. These were evolved by the participants, related to the above objective.

Objective #6: "Skill in evaluating the effectiveness of the procedures developed for promoting occupational awareness."

See Chapter V. Participants evaluated the effectiveness of their materials, techniques, lesson plans.

Objective #7: "Skill in communicating with university personnel and business-industry personnel in order to identify the specific tasks needed by the three groups to promote optimum career development of the urban middle school child."

"Educational institutions and businesses must work together in order to meet the needs insofar as vocational guidance is concerned. There is a need

for more vocational guidance courses, not only for counselors but for teachers as well." (Participant #3)

"The educational system has failed youths in that they lack necessary basic skills when they go job hunting. It appears that everyone has different expectations from the counselor." (Participant #5)

"Industry is interested in developing a line of communication with our schools." (Participant #8)

"The exchange of ideas and practices with others in the Institute was valuable. The exposure to business, with the realization they depend on competent, skilled, dependable, honest, well-adjusted persons, makes me realize how responsible my job is." (Participant #9)

"Need for closer relationship between business and education."
(Participant #11)

"More accurate methods of communicating with other people."
(Participant #13)

"Knowledge that industry and the school system share the causes for many problems of youth today." (Participant #19)

"Need for close, ongoing cooperation between schools and industry."
(Participant #23)

Discussion

As indicated by unstructured responses from the participants, the overall objectives of the Institute appear to have been met.

D. Organization of the Institute

The participants were asked to react anonymously, to the organization of the Institute. This evaluation was to indicate ways in which succeeding Institutes could be improved.

In response to the question,

"What should be retained?"

The following items were mentioned:

<u>Item</u>	<u>Number of Times Mentioned</u>
Field trips	24
Speakers	17
Panel of Students	6
Panel of Parents	6
Presentation of Projects	6
Fordham sessions	4
Staff	3
Monthly District planning session	1

In response to the question,

"What should be dropped?"

The following items were mentioned:

<u>Item</u>	<u>Number of Times Mentioned</u>
Nothing	14
"Meaningless" field trips (few jobs, no entry level)	6
Presentation of projects	3
Parents-students (because of hostility, polarization)	3
Role-playing	1

In response to the question,

"What should be added?"

The following items were mentioned:

<u>Item</u>	<u>Number of Times Mentioned</u>
More trips	8
Children on trips	6
Nothing	4
Parents part of Institute	4
Participants talking with workers	4
More communication among schools	4
Talking with unemployed	2
Speakers from other schools	1
Principals part of Institute	1
Businessmen visiting schools	1
Visits to community business	1
Career conferences	1
Films made of trips	1
Follow-up course	1

In response to the question,

"What should be changed?"

The following items were mentioned:

<u>Item</u>	<u>Number of Times Mentioned</u>
Weekly sessions, not week-long	11
More structure	8
Teachers-counselors together	5
Not for entire year	4
More group discussions, feedback	4
Method for selecting participants	3
Nothing	2
Better communication between counselors, teachers, staff	2
Trip: omit public relations aspects	2
staff visit first	1
full day	1
when dropouts, etc. employed	1
Assignments: no papers	1
throughout the year	1
one project for district	1
District relationships:	
principals more involved	1
all sessions in district	1
better communication elementary and intermediate schools	1
Screening of speakers	1
Sensitivity sessions with businessmen halfway through	1

Discussion

The most meaningful experiences of the Institute were the field trips, although some participants felt some trips were of a public relations nature, and some were to businesses where there were few employment prospects for their students. They would have liked children to have accompanied them, and, while on each trip, would have liked the opportunity to speak informally with workers. Businessmen's visiting the schools was suggested, with a sensitivity session between businessmen and educators half-way through the Institute. The field trips could have included visits to community business, and they may have been more meaningful if the staff had visited the sites before the participants.

The participants would have welcomed parents as a part of the class, with perhaps principals and personnel from other schools included at various times. The teachers and counselors wanted to be together the entire time, although administratively it was more feasible to have them take trips separately.

The concentration of the seminars into two week-long sessions in fall and spring was not liked. A weekly meeting would have been more desirable, with more meetings held in the district. The opportunity for more group discussions and feedback, between teachers and counselors, staff and participants, and different schools would have been desirable.

Whereas the staff had deliberately been flexible in assignments and in class organization, in order to tailor the program to the individual needs of the participants, some participants disliked this and felt the need for more structure.

Overall, the organization appeared successful, with half the participants stating nothing should be dropped. The changes and additions suggested were

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constructive and valid criticisms that would be considered during the formulation of a second Institute.

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APPENDICES

PARTICIPANTS

- A. Schools
Counselors
Teachers
- B. Seminar Lecturers
- C. Field Trip Host Companies

APPENDIX A

SCHOOLS

P. S. # 1	335 East 152nd Street, Bronx Dora Lapes, Principal
P. S. # 25	811 East 149th Street, Bronx Harry Gittleman, Principal
P. S. # 29	758 Courtlandt Avenue, Bronx Charles Colman, Principal
I. S. # 38	701 St. Ann's Avenue, Bronx Henry Berkman, Principal
P. S. # 65	Cypress Avenue & 141st Street, Bronx Benjamin Goodman, Principal
P. S. #124	760 East 160th Street, Bronx J. Roland Gallo, Principal
J. H. S. #139	345 Brook Avenue, Bronx Paul Weinstein, Principal
J. H. S. #149	360 East 145th Street, Bronx Charles Staloff, Principal
I. S. #155	470 Jackson Avenue, Bronx Norman Black, Principal

District Superintendent Dr. Bernard Friedman

Counselors

Brown, Georgiana	I. S. #38
Bruce, Dessie	Special Services, District 7
Carter, James (Teacher-Counselor)	J. H. S. #149
Chavious, Dolores	I. S. #38
Crapanzano, Frank	I. S. #155
Forte, Thomas	P. S. #29
Freedman, Rita (Assistant Principal)	J. H. S. #149
Horn, Minerva	P. S. #1
Cohen, Mollye	P. S. #124
Miller, Rosalind (Teacher-Counselor)	J. H. S. #139
Rosenstein, Daniel	J. H. S. #149
Rubenstein, Noel	P. S. #65
Rubenstein, Shelly	Project Able
Vasquez, Carmen	P. S. #25
Webb, Bernice	I. S. #38

Teachers

Andreassi, Domenic	I. S. #155
Baker, Carolyn	I. S. #155
Cohen, Ann Beth	I. S. # 38
Goldes, Harold	I. S. #155
Gutierrez, Magnolia	I. S. #155
Hollander, Sophie	J. H. S. #149
Jay, Sari	I. S. #139
Johnson, Lawrence	I. S. # 38
Klumach, Howard	I. S. #139
Linder, Gerald	I. S. # 38
Perkins, Nancy	J. H. S. #149
Pitkowsky, Jerry	I. S. #139
Pruitt, Henry	I. S. #139
Schnall, Harvey	I. S. # 38
Shapiro, Robert	I. S. #139

APPENDIX B

Seminar Lecturers

- A. "What Did We Miss In Our Public School Experience?" October 6, 1969
American Airlines Street Academy: Teachers, Mr. Thomas C. Hochstatter
Miss Ethel Irving
Students, Mr. Ned Edwards
Mr. Raymond Lopez
- B. "What Do Parents Want For Their Children?" October 7, 1969
Mrs. Iona Edwards. President District 7 Local School Board
Mrs. Mary Morales, Vice-President
- C. "What Do Business And Industry Expect Of Youth?" October 8, 1969
Miss Virginia Keegan
Manager, Equal Employment Activities
New York Life Insurance Company
- D. "What Do Business And Industry Offer Youth?" October 8, 1969
Dept. Chief, Equal Employment Opportunity
Western Electric Company, Inc.
- E. "What Impact Did A Vocational Guidance Institute Have On A High School?" October 9, 1969
Dr. Tercizio Binotto
Assistant Principal, White Plains High School
White Plains, N. Y.
- F. "What Do Minority Group Members Face Daily?" October 9, 1969
Mr. Mahlon Puryear
President, Manpower Consultants, Inc.
- G. "What Is The Role Of The Counselor In Occupational Awareness?"
October 10, 1969
Dr. Nathan Young
Supervisor of Guidance, District 7X
- H. "What Impact Do The Youth Opportunity Centers Have On Youth?"
February 2, 1970
Mr. Martin Margolis
Community Relations
New York State Department of Labor
Youth Opportunity Center
Bronx, N. Y.
- I. "What Are Changing Concepts Of The City University?" February 3, 1970
Mrs. Jerolyn Minter
Office of Admission Services
City University
New York, N. Y.

- J. "What Are Employment Opportunities For Youth In The South Bronx?"
February 3, 1970
Mr. Bernard Glick
Personnel Director
Sachs, New York
Bronx, N. Y.
- K. "What Are Specific Opportunities In Hospital Careers In The South Bronx?" February 3, 1970
Mrs. Margaret Cash
Assistant Training Coordinator
Montifiore Hospital Medical Center
Bronx, N. Y.
- L. "What Are Specific Opportunities In Government Employment In New York City?" February 3, 1970
Mr. L. Gurkish
Chief of Recruitment
City Department of Personnel
New York, N. Y.
- M. "What Are Some Of The Factors Affecting Vocational Development?"
February 4, 1970
Dr. Valda Robinson
School of Education, Fordham University
New York, N. Y.
- N. "What Occupational Guidance Is Possible In An Urban High School?"
February 5, 1970
Mr. Mel Ottman
Counselor, Brandeis High School
New York, N. Y.
- O. "What Occupational Guidance Is Possible In An Urban Middle School?" February 6, 1970
Mrs. Clara Blackman
Assistant Director
Bureau of Educational and Vocational Guidance
New York, N. Y.

APPENDIX C

Field Trip Host Companies

1. Accurate Die Company
22 West 21st Street
New York, N. Y.
2. Chemical Bank
20 Pine Street and Park Avenue
New York, N. Y.
3. Equitable Life Assurance Company
1285 Avenue of Americas
New York, N. Y.
4. National Broadcasting Company
30 Rockefeller Center
New York, N. Y.
5. New York Life Insurance Company
51 Madison Avenue
New York, N. Y.
6. New York Telephone
237 East 37th Street
New York, N. Y.
7. Charles Pfizer and Company
630 Flushing Avenue
Brooklyn, N. Y.
8. Western Electric Company
322 Broadway
New York, N. Y.